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ABSTRACT

This introductory word processing, competency-based education curriculum consists of seven learning modules. These are (1) introduction to word processing (with sections on the definition of word processing, the word processing cycle, parts of the word processing system, word processing vocabulary, and positions available in word processing): (2) English/proofreading (punctuation, grammar, spelling, and proofreading): (3) typing (with sections on typing techniques and various forms of business writing): (4) office machines (printing calculation, reprographics, machine transcription): (5) job techniques (application letters, personal data sheets, job interviews): (6) office procedures (telephone techniques, human relations, filing, and decision making): and (7) operation of word processing equipment (with sections on use and maintenance of equipment). Each module consists of several job sheets containing related tasks. A total of 118 tasks are covered in the job sheets. Each job sheet contains a task statement, a list of materials needed, suggested learning activities, and a task performance standard. Pretests, tests, problem sheets, and information sheets containing such items as exercises and word lists are provided throughout the modules. (MN)

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STUDENT MATERIAL
FOR THE
COMPETENCY-BASED EDUCATION CURRICULUM
FOR
WORD PROCESSING

Prepared by

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U S DEPARTMENT OF HEALTH,
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December 1980

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INTRODUCTION

This material is designed as an Introductory Word Processing Competency-Based Education (CBE) Curriculum. It has been developed to facilitate the learning of skills necessary to work in the field of word processing. This curriculum is needed to help keep up to date with the changes that are taking place in the business offices today. The student job sheets are intended for use by students and/or the instructor.

The State Department of Vocational, Technical, and Adult Education supports the concept of Competency-Based Education (CBE) because it is based upon occupational relevancy and can account for skills required by an individual to perform on the job. CBE allows for individual progress and thus can provide employable skills for some students after short periods of training and can also lead to preparation for more advanced jobs.

A Teacher's Guide accompanies this curriculum. The guide contains an explanation of the curriculum--its validated basis and uses. It also contains a list of tasks, a list of required and supplementary references used in the curriculum, and an answer key for some of the job sheets. This teacher's guide is to be used as a reference.

HOW TO USE THIS CURRICULUM

This curriculum has been divided into seven modules. Each module is made up of several job sheets that contain related tasks that may be learned at about the same time.

A "task" is a job-related competency. Each job sheet pertains to a single "task," and upon completion of the job sheet, you should be able to accomplish the task listed on the job sheet.

Turn to a job sheet and look at the format. The first line of the job sheet contains the name of the module. On the second line you see a Roman numeral, which numbers each unit. On the third line is the number of each job sheet. (Each unit starts with Job Sheet 1.)

The first major section of the job sheet is the "Task," which is the job-related competency. This tells exactly what should be accomplished.

The second section of the job sheet is the "Materials Needed." This lists what will be needed to perform the task.

Next on the job sheet is the "Learning Activities," which are recommended in order to be able to perform the task. This includes things that can be read, seen, and heard. Situations for practicing skills related to the task are included as well as many other additional activities. By the time the learning activities have been completed, how to and why perform the task should be mastered.

The last section of the job sheet is the "Evaluation." This tells how well the task must be done or, in other words, the standard to which the task must be performed.

Some job sheets are too long to fit on one page. Don't overlook that second page! Also, some job sheets will have extra pages immediately following them. These pages may be "Information Sheets" or "Tests," which supplement textbook or audio-visual information or give important vocabulary terms, etc. These supplemental sheets will be listed under "Materials Needed" on each job sheet. Some of these sheets will not follow the job sheet. In that case, you will have to obtain the supplemental sheets from your instructor.

ACKNOWLEDGEMENTS

The planning, organizing, and coordinating of the development of this competency-based curriculum for word processing required the working together of many people with specialized skills and abilities. Therefore, I would like to personally extend a special thanks to the following people for their assistance:

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Bureau of Public Debt, Parkersburg, West Virginia
Borg-Warner Chemicals, Parkersburg, West Virginia
Quaker State Oil Refinery, St. Marys, West Virginia
FMC Corporation, So. Charleston, West Virginia
Union Carbide, Sistersville, West Virginia
American Cyanamid, Willow Island, West Virginia
C&P Telephone Company, Wheeling, West Virginia

Wheeling Dollar Bank, Wheeling, West Virginia
Westvaco Corporation, Wellsburg, West Virginia
Union Carbide Corporation, Charleston, West Virginia
Appalachia Education Lab, Charleston, West Virginia
McDonough Coperton, Charleston, West Virginia
Westinghouse, Fairmont, West Virginia
Lowndes Savings Bank & Trust Company, Clarksburg, West Virginia
Carnation Milk, Clarksburg, West Virginia
Wheeling Pittsburgh Steel Corporation, Wheeling, West Virginia
Kanawha Valley Bank, Charleston, West Virginia
Jackson, Hilly, Holt, and O'Farrell, Charleston, West Virginia
Olin Mathas Plant, Clarksburg, West Virginia
Allied Chemical, Moundsville, West Virginia
Union Bank, Harrisville, West Virginia

COURSE OUTLINE

The curriculum has been organized into seven modules. It is suggested that the students begin with the first module and complete the program in sequence. However, this is not necessary due to the fact that the modules fall independent of each other. Prerequisite skills should be established for this course. It is recommended that students have completed one year of typewriting and type approximately 40 wpm before they are admitted into this program. Following is a brief course outline of this curriculum:

I. Introduction to Word Processing

   A. What is word processing?
   B. Word processing cycle
   C. Four basic parts of a word processing system
   D. Word processing vocabulary
   E. Positions available in word processing

II. English/Proofreading

   A. Punctuation
   B. Grammar
   C. Spelling
   D. Proofreading

III. Typing

   A. Horizontal and vertical centering
   B. Business letters and envelopes
   C. Rough drafts
   D. Manuscripts
   E. Business forms
   F. Programs
   G. Timed writings

IV. Office Machines

   A. Printing calculator
   B. Reprographics
   C. Machine transcription

V. Job Techniques

   A. Letter of application
   B. Personal data sheet
   C. Job interview

VI. Office Procedures

   A. Telephone techniques
   B. Human relations
   C. Filing
   D. Decision making/priorities

VII. Operation of Word Processing Equipment

   A. Introduction to word processing equipment
   B. Setting up the word processing equipment
   C. Text processing
   D. Text revision
   E. Printing
   F. Files Management
   G. Merging
   H. Duplicating and deleting information
   I. Care and maintenance of word processing equipment and supplies

LIST OF COMPETENCIES/TASKS

Following is a list of all the tasks included in each module of this curriculum:

Unit I - INTRODUCTION TO WORD PROCESSING MODULE

1. Defining word processing and describing the methods of processing words
2. Describing the word processing cycle and how word processing may interact with other office systems
3. Identifying the four basic parts of a word processing system and explaining the role of each part
4. Defining a list of word processing terms and spelling these terms correctly
5. Making an oral or written report on either a correspondence secretarial position, an administrative secretarial position, or a supervisor position in the field of word processing

UNIT II - ENGLISH/PROOFREADING MODULE

1. Capitalizing words correctly in written communication
2. Expressing numbers correctly (figures or words) in written communication
3. Using abbreviations correctly in written communication
4. Using the comma correctly in written communication
5. Using the hyphen correctly in written communication
6. Using the apostrophe correctly in written communication
7. Using the semicolon, quotation marks, and colon correctly in written communication
8. Using the dash, parentheses, question mark, and exclamation point correctly in written communication
9. Recognizing complete sentences, sentence fragments, and run on sentences
10. Spelling business vocabulary words correctly

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11. Spelling commonly misspelled words used in business

12. Choosing the correct words to complete sentences

13. Using the correct form of words that could be written as one word, two words, or hyphenated in written communication

14. Dividing words correctly in written communication

15. Dividing a list of words correctly

16. Taking a vision examination

17. Identifying proofreaders symbols

18. Typing business letters from edited copy

19. Typing reports from edited copy

20. Proofreading and editing business letters

21. Performing proofreading exercises

22. Proofreading and editing copy

UNIT III - TYPING MODULE

(Typing Pretest)

1. Typing horizontal and vertical centering problems

2. Typing business letters with carbon copies using different letter styles

3. Typing business letters with subject lines, attention lines, and special notations

4. Typing from rough drafts

5. Typing an unbound manuscript and a top-bound manuscript with enumerations, quotations, and footnotes

6. Typing a left-bound manuscript with footnotes, a title page, a table of contents, and a bibliography page

7. Typing tabulation problems with columnar headings, subheadings, footnotes, and ruled headings

8. Typing columnar tabulations in a business letter

9. Typing purchase orders, invoices, bills of lading, and statement of accounts

10. Typing telegraphic messages, interoffice memorandums, and interoffice envelopes
11. Typing a banquet program from arranged copy on typing paper
12. Typing a banquet program from arranged copy on mimeograph stencils and running the stencils off on the mimeograph machine
13. Typing a program from unarranged copy on typing paper
14. Typing a program from unarranged copy on mimeograph stencils and running the stencils off on the mimeograph machine
15. Taking a typing post test

UNIT IV-A - OFFICE MACHINES MODULE (Printing Calculator)

1. Adding and subtracting on a printing calculator
2. Multiplying, dividing, and repeat adding on a printing calculator
3. Adding, subtracting, multiplying, and dividing fractions on a printing calculator
4. Multiplying and dividing using a constant on a printing calculator
5. Accummulating totals into memory and doing square and power calculations on a printing calculator
6. Computing discounts, markups, and percentage of markups on a printing calculator
7. Computing commissions, percent of sales, and percent of increase on a printing calculator
8. Prorating expenses and "forcing" computations to balance on a printing calculator
9. Computing payroll on a printing calculator
10. Performing basic calculations on a printing calculator

UNIT IV-B - OFFICE MACHINES MODULE (Reprographics)

1. Answering questions on the stencil duplicating process
2. Typing on a stencil
3. Operating the mimeograph machine

4. Drawing lines on a stencil by using the mimeoscope

5. Operating the electronic stencil maker

6. Answering questions on the spirit/fluid duplicating process

7. Typing on a spirit master

8. Operating the spirit duplicator

9. Operating a copying machine

10. Operating the collator and the paper folder

11. Answering questions on the offset duplicating process

12. Selecting the least costly method of producing the most suitable copies

UNIT IV-C - OFFICE MACHINES MODULE (Machine Transcription)

1. Answering questions on the basic principles of machine transcription

2. Spelling commonly misspelled words in business

3. Marking dictation into thought units and proofreading a letter

4. Listing three types of reference books and three career paths for a transcriber

5. Operating transcribing equipment

6. Transcribing material on transcribing equipment

7. Dictating material for transcription

UNIT V - JOB TECHNIQUES MODULE

1. Applying for a social security card

2. Making a list of at least three job opportunities for word processing and describing the responsibilities for each position

3. Composing and typing a letter of application

4. Composing a letter requesting permission to use a person's name as a reference

5. Composing and typing a personal data sheet

6. Filling out application forms

7. Participating in a job interview

8. Following up a job interview

9. Filling out pre-employment forms

UNIT VI-A - OFFICE PROCEDURES MODULE (Telephone Techniques)

1. Making a general outgoing telephone call

2. Answering the telephone and recording messages

3. Making long distance telephone calls

4. Keeping records of long distance phone calls

5. Listing and defining four common methods of telecommunications

6. Answering the telephone and taking messages for the school

UNIT VI-B - OFFICE PROCEDURES MODULE (Human Relations)

1. Defining a list of terms relating to human relations

2. Rating your personality and understanding yourself

3. Listing successful work attitudes for the business office

4. Classifying and understanding employers

5. Using principles of human relations

UNIT VI-C - OFFICE PROCEDURES MODULE (Filing)

1. Listing and explaining the basic filing system

2. Filing alphabetically

3. Filing numerically, geographically and alphabetically

4. Defining and listing four basic types of micrographics

5. Maintaining files of disks

UNIT VI-D - DECISION MAKING/PRIORITIES

1. Preparing a typewritten report on ways to organize your work efficiently and conserving time and energy when performing office tasks

2. Developing a schedule to analyze the time you spend on major activities in this class
3. Making decisions and setting priorities
4. Participating in a simulation with in-basket activities

UNIT VII - OPERATION OF WORD PROCESSING EQUIPMENT

1. Identifying the basic parts, operations, and functions of word processing equipment
2. Setting up word processing equipment
3. Keyboarding and printing a document on word processing equipment
4. Making minor revisions on a business letter using word processing equipment
5. Keyboarding a report on word processing equipment
6. Editing text on word processing equipment
7. Editing text on word processing equipment and printing it out on continuous form paper
8. Assembling paragraphs on word processing equipment
9. Using bold print and local print on word processing equipment
10. Renaming and duplicating a document on word processing equipment
11. Deleting a document on word processing equipment
12. Keyboarding correspondence on word processing equipment using variable inserts
13. Creating a separate envelope or label printout on word processing equipment
14. Keyboarding statistical information on word processing equipment
15. Duplicating a diskette on word processing equipment
16. Changing ribbons and printwheels on word processing equipment
17. Using the proper care and maintenance for the diskettes of word processing equipment
18. Taking a post test on basic operations and functions of word processing equipment

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

Objectives

Upon completion of the job sheets in this module, you will be able to:

1. Define word processing and describe the methods of processing words
2. Describe the word processing cycle and how word processing may interact with other office systems
3. Identify the four basic parts of a word processing system and explain the role of each part
4. Define a list of word processing terms and spell these terms correctly
5. Make an oral or written report on either a correspondence secretarial position, an administrative secretarial position, or supervisor's position in the field of word processing

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INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

JOB SHEET 1

TASK: Defining word processing and describing the methods of processing words

MATERIALS NEEDED:

1. *Word Processing Concepts*
2. Paper
3. Pen or pencil
4. Typing paper
5. Correction material
6. Clock with 60-second sweep hand or stopwatch

LEARNING ACTIVITIES:

1. Your instructor will give a lecture on the origin of word processing and the methods of processing words. It would be a good idea to take notes on this lecture for future use.

2. Read pp. 1-10 in *Word Processing Concepts*. This material will reinforce the information that your instructor gave you during the lecture.

3. Participate in a class discussion on the processing of words and why a new system is needed for processing words.

4. Pair off with another student and answer the questions on pp. 11-13 in the text and then participate in a class discussion about these questions.

5. Complete Job 1a and Job 1b on pp. 14-15. With a stopwatch, record the exact time you begin each job and the exact time you finish. Compare your times with some of your classmates and discuss the time differences and quality of the two jobs.

6. Go to the school library or public library and find an article from a magazine pertaining to word processing. Write a short report on this article and present it to the class either orally or in written form.

7. As the rest of the class presents their reports, it would be a good idea to take down brief notes on important points dealing with word processing. You can use this information for future use, and it will also help you to participate in the class discussion following the reports.

8. On a sheet of paper, define word processing and list the four main methods of processing words. Include a brief description of the advantages and disadvantages of each method. Turn this in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to define word processing and describe the methods of processing words with at least 90% accuracy.

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

JOB SHEET 2

TASK: Describing the word processing cycle and how word processing may interact with other office systems

MATERIALS NEEDED:

1. Word Processing Concepts
2. Information Sheet I-2
3. Paper
4. Pen or pencil

LEARNING ACTIVITIES:

1. Your instructor will give a lecture on the word processing cycle and how it can interact with other office systems.

2. During the lecture, your instructor will give you Information Sheet I-2 outlining the word processing cycle. It is very important that you understand this cycle. Be sure to ask your instructor for assistance if you have any questions.

3. Read pp. 17-28 in Word Processing Concepts. This material will reinforce the information that your instructor gave you during the lecture.

4. Form a group of four students and answer the questions on pp. 29-32 in the text and then participate in a class discussion about these questions.

5. Take a field trip with the class to a word processing center or to an office that has word processing equipment. Notice how the work flows through a cycle as we discussed in class, and notice the different types of equipment used so you can participate in a class discussion about the field trip. Be sure to ask any questions you may have while touring the facilities.

6. On a sheet of paper, make an outline of the word processing cycle and describe each part of the cycle. Also, explain how word processing can intereract with other office systems. Turn this in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to describe in writing the word processing cycle and how word processing can interact with other office systems with at least 90% accuracy.

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INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-2

WORD PROCESSING CYCLE

I. INPUT (Originating words)

- A. Longhand
- B. Shorthand Dictation
- C. Machine Dictation
- D. OCR

II. OUTPUT (Producing words)

- A. Typewriter
- B. Text Editor

III. REVISION (Editing words)

- A. Erase and retype
- B. Cover up
- C. Lift off
- D. Start over
- E. Editing on text editor

IV. DISTRIBUTION (Transmitting words)

- A. Internal
- B. U.S. Mail
- C. Electronic mail
- D. Telecommunications
- D. Satellite

V. STORAGE (Saving words)

- A. Files
- B. Micrographics
    - 1. Microfilm
    - 2. Microfiche
    - 3. Magnetic Media
- C. COM - Computer Output Microfilm

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

JOB SHEET 3

TASK: Identifying the four basic parts of a word processing system and explaining the role of each part

MATERIALS NEEDED:

1. Word Processing Concepts
2. Paper
3. Pen or pencil
4. Test I-3

LEARNING ACTIVITIES:

1. Your instructor will give a lecture on the basic parts of a word processing system. It would be a good idea to take notes on this lecture for future use.

2. Read pp. 33-46 in Word Processing Concepts. This material will reinforce the information that your instructor gave you in the lecture.

3. Pair off with another student and answer the questions on pp. 47-50 in the text and then participate in a class discussion about the questions.

4. While still in pairs, complete Job 3 on p. 50. On a sheet of paper, write the following five headings: People, Machines-Typewriting, Machines-Dictation, Procedures, and Environment. Write each term on the bottom of p. 50 under the heading with which it is normally associated. Be prepared to tell why you put each term under the headings.

5. Your instructor will show a film(s) about word processing and word processing equipment. Pay particular attention so that you can participate in the class disucssion following the film(s).

5. A representative from dictation and/or word processing equipment will talk to the class about the effects of word processing in the business office. Be sure to ask any questions you may have relating to word processing.

6. On a sheet of paper identify the four basic parts of a word processing system and explain the role of each part. Turn this in to your instructor for grading.

7. You are now ready to take Test I-3, which covers the material presented in Job Sheets 1-3. Restudy all of the notes you took from the lectures and review pp. 1-50 in Word Processing Concepts.

8. Obtain Test I-3 from your instructor and complete it as directed. Recheck all of your answers before turning the test in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to identify the four basic parts of a word processing system and explain the role of each part with at least 90% accuracy. Also, you will be able to pass a test on word processing concepts with at least 70% accuracy.

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UNIT I

JOB SHEET 4

TASK: Defining a list of word processing terms and spelling these terms correctly

MATERIALS NEEDED:

1. Information Sheet I-4 - A list of word processing terms and definitions
2. Cassette tapes of word processing terms
3. Cassette player
4. Paper
5. Pen or pencil
6. Information Sheet I-4a - Unscramble the Words

LEARNING ACTIVITIES:

1. Obtain Information Sheet I-4, which is a list of word processing terms and definitions from your instructor.

2. Your instructor will designate 15 words each week for you to study. Of the 15 words, 10 words will be selected and dictated from a cassette tape for you to spell and define.

3. Write down on a sheet of paper the correct spelling of each word as it is dictated on the cassette tape. (Leave enough room after each word to write the definition later.) After you have written each word correctly, go back and define each of the words.

4. When you have finished each quiz, be sure to recheck all of your words and then turn your paper in to your instructor for grading.

5. You may choose to take more than one quiz each week depending on your individual progress. Ask your instructor for the tape each time you take a quiz.

6. Using the list of word processing terms, play the game of "word processing password." Your instructor will explain the procedures for playing this game.

7. Obtain Information Sheet I-4a, which is a list of scrambled word processing terms. Record your beginning time and ending time when unscrambling the words. If you get stuck on a word, ask your instructor or a friend for assistance. If you would like, you may do this exercise with a friend and compete with each other.

8. Obtain a word processing crossword puzzle from your instructor. This crossword puzzle incorporates word processing terms used throughout this module.

EVALUATION:

At the completion of this job sheet, you will be able to spell and define word processing terms with at least 95% accuracy.

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INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4

WORD PROCESSING TERMS AND DEFINITIONS
Group 1

1. Administrative Secretary - A specialist who performs nontyping tasks, such as filing, processing the mail, handling telephone calls, and other supportive services for management. Also called administrative support secretary or administrative services specialist.

2. Annotating - Underscoring key words or sentences or writing comments in the margins of a letter for the purpose of making it easier to compose a reply.

3. Automated - A machine is considered automated if it can perform certain functions without human assistance.

4. Blind Text Editor - A text editor without a visual display screen. Also referred to as a mechanical text editor or mechanical standalone.

5. Boilerplate - A term referring to repetitive form letters or paragraphs which, when combined with variables, form what seems to be an individually typed letter or memorandum.

6. Centralized Center - Correspondence and/or administrative secretaries are located in one main word processing center and serve all of the company.

7. Centralized Dictation System - A dictation system whereby all dictation stations are connected to recorders located in one central place, the transcription area.

8. Coding Documents - Assigning an identification number or letters to recorded documents so that they can be retrieved easily from storage.

9. Communicating Capability - The ability of one machine to connect and interact with another. For example, some text editors can connect and communicate with other text editors or with a computer.

10. Communicating Text Editor (Word Processor) - A text editor which can send typed information to or receive it from another communicating text editor (or computer) over telephone lines or by satellite. This is a form of electronic mail.

11. Communication Satellite - A mechanism orbiting the earth that receives and transmits voice, data, and images from one point to another throughout the world. A form of electronic mail.

12. Continuous-Form Paper - Paper designed for repeated playback of items, but requiring only the initial form to be inserted in the printing device. Upon completion of the printing, the individual items can be detached by peeling off the form or by separating the forms at perforated lines and trimming all four edges of the form.

13. Correspondence Secretary (CS) - A specialist who performs the typing, transcribing, and revising tasks for management.

14. Cursor - The movable pointer of a visual display text editor that indicates the position of text on the screen.

15. CWP - The abbreviation stands for either communicating word processor, which is another term for communicating text editor, or for computer word processing.

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4

WORD PROCESSING TERMS AND DEFINITIONS
Group 2

1. Daisy Wheel Printer - A plastic or metal typewriter printing device in the shape of a wheel with each of the 96 characters on a spoke of the wheel.

2. Data Processing - The preparation, storage, or processing of data (numbers) by a computer system.

3. Desk-Top Unit - An independent dictation unit located at the originator's desk. Some units may also be used as transcribing machines.

4. Dictation Equipment - Machines which record voice (oral communication). There are three types of dictation machines: portable, desk-top, and centralized.

5. Dictation Station - Also referred to as dictation terminal or dictation unit. It is the unit of a dictation system that the author uses to record. Various types of hand microphones and telephone receivers have been designed to be part of the dictation station.

6. Direct Lighting - Lighting that is directed downward from ceiling or local light fixtures.

7. Discrete Dictation Media - Dictation media that has to be physically removed from the recorder and delivered to the transcriber. Examples are cassette tapes, disks, and belts.

8. Display Buffer (Buffer Storage) - Temporary storage for material being keyed in and edited before it is transferred to the magnetic medium or memory.

9. Distribution - The act of sending, transmitting, routing, or delivering oral or written communication.

10. Document - A sheet of paper with typed information about a specific subject. Examples are letters, memorandums, and reports.

11. Dumb Terminal - A text-editing terminal of a shared logic system that depends on the computer for logic/intelligence.

12. Editing - The act of changing, correcting, or revising a typed document.

13. Electronic Cueing - A sound produced electronically on dictation medium which signals the positions of special instructions from the dictator and the end of dictation for the transcriber.

14. Electronic Mail - Communication that is sent electronically over telephone or telegraph lines or that is relayed by a satellite network.

15. Endless Loop Dictation Medium - A dictation medium in the form of a continuous loop of tape, housed in a tank, that allows both the dictation station and the transcribing unit to connect. There is no need for anyone to physically handle the medium.

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4

WORD PROCESSING TERMS AND DEFINITIONS
GROUP 3

1. Face-To-Face Dictation - Dictation to someone writing shorthand.

2. Facsimile - A form of electronic mail. It is the process of transmitting information in the form of typed copy, charts, graphs, photographs, and longhand documents from one location to another over telephone lines. The machine which sends and receives the information is known as a telecopier machine, or facsimile transceiver.

3. File Management - The coding, indexing, and storing of recorded text on magnetic media.

4. Floppy Disk (Diskette) - A magnetic recording medium about the size and shape of a flexible 45 rpm record; it holds about 100 pages of text. In contrast, "hard disk" is a type of recording and storage medium used by computers.

5. Form Letter - A type of repetitive letter that is recorded (with a code number) and sorted to be used for repeated applications. The letter becomes more personal when variable data (such as a person's name, an amount, an invoice number, and so on) is manually or mechanically merged with the form letter.

6. Global Search And Replace - The ability to go through recorded media in search of a certain word or phrase and at each incidence automatically replace it with another word or phrase.

7. Hard Copy - Typed or printed machine output that is in readable form on paper.

8. High-Speed Printer - A printer which is used when speed is more important than quality of print. Speed is measured in lines per minute or pages per minute rather than in characters per minute.

9. Indirect Lighting - Lighting that is first directed upward to the ceiling and upper walls and is then reflected to all parts of the work area.

10. Input - Information entered into a word processing system for processing; the act of originating thoughts or ideas using words. Examples of input are longhand, shorthand, and machine dictation.

11. Internal Distribution - The transmittal of communication from one department or office to another within a company.

12. Localized Lighting - Lighting that originates at or is built into the immediate work station.

13. Logging - Recording work as it comes in and goes out of a word processing center. The sheet upon which information is recorded is called a log sheet.

14. Magnetic/Electronic Typewriter - An electronic typewriter that records on magnetic media (tape, card, or disk) or in a memory unit. The recorded material can be played back with little human assistance at high rates of speed. Also referred to as; power typewriter, text processor, and word processing typewriter. As advanced editing features were added, these machines became known as text-editing typewriters or text editors.

15. Magnetic Media - Media such as cards, cassettes, disks, and belts which are used in text editors and dictation equipment to record and to store information.

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4

WORD PROCESSING TERMS AND DEFINITIONS
GROUP 4

1. Mailgram - A typed form of overnight mail that is a service of Western Union in cooperation with the U.S. Postal Service. A form of electronic mail.

2. Manual - Produced by hand.

3. Mechanical - Produced by assistance of a tool or a machine.

4. Mechanical Text Editor (Mechanical Standalone) - A text-editing typewriter that operates independently, without help from another machine. This text editor is designed for the simpler text-editing functions and is known as a "blind" text editor, since it has no visual display screen.

5. Media (singular form--Medium) - The material used with word processing equipment upon which information is recorded. Common forms include magnetic belts, cards, disks, and cassette tapes.

6. Microcassette - A form of magnetic recording medium. It is a tiny cassette (smaller than the standard and minicassettes) used in dictation equipment.

7. Microcomputer - A computer which is smaller and less expensive than a minicomputer.

8. Micrographics - The science of converting typed or printed documents to a miniature form (microfilm or microfiche) that can be easily stored and retrieved for reference.

9. Microprocessors - The internal part of a machine, consisting of many tiny "chips" (multipurpose circuits) that give a machine its computer processing power (logic/intelligence).

10. Minicassette - A form of magnetic media (smaller than a standard cassette) used in dictation equipment.

11. Minicomputer - A small computer, usually part of a shared logic system, which is designed for word processing equipment.

12. Minidiskette - Magnetic recording medium smaller than a floppy disk.

13. OCR (Optical Character Recognition) - A form of data input that uses optical scanning equipment to read typed or printed characters.

14. Orientation Training - One of the basic training programs which are conducted to inform new employees about the company's products or services, objectives, personnel policies, organizational chart, and so forth.

15. Output - Documents typed or printed by word processing equipment; the act of producing documents in final form.

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INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4

WORD PROCESSING TERMS AND DEFINITIONS
GROUP 5

1. Playback - The automatic typing out of material that has been recorded on an automated typewriter.

2. Portable unit - A hand-sized, battery powered dictation machine that enables the author to dictate at any place or time.

3. Printer - A machine often directed by a computer, that prints out information at a high rate of speed.

4. Priority - Order of urgency. In word processing it involves determining the order in which tasks are to be completed so that the most pressing work is done first.

5. Procedure - A manner of proceeding, performing, or effecting something; a series of steps followed in a regular order.

6. Procedures Manual - A booklet that gives step-by-step instruction with appropriate illustrations on how to perform a task.

7. Professional Supervision - Supervision by an individual who has the knowledge and ability to coordinate and to direct the work of others. In word processing this specialist would also be responsible for balancing the work load among secretaries, keeping performance records, setting standards, training employees, and various other duties.

8. Random Access - The feature of magnetic media which makes it possible to find information instantly on the medium (e.g., disk) without regard to the sequential order of parts.

9. Recorder - The unit in a dictation system which accepts dictation and records it on the medium--belt, disk or tape.

10. Remote - Two or more units of equipment working together that are located in separate places (not within the boundaries of an office).

11. Repetitive Correspondence - Letters (or memorandums) that contain the identical composition of words with only names and addresses or certain amounts that change from letter to letter.

12. Reprographics - The science of reproducing documents by using machines such as photocopiers, duplicating equipment, collators, binders, and so forth.

13. Revision - The act of changing, correcting or editing a typed document.

14. Rough Draft - A handwritten or typed copy that is to be revised or corrected; a copy that already has revisions marked on it.

15. Routine Correspondence - Letters or memorandums that contain the same information; however, the composition is not identical.

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4

WORD PROCESSING TERMS AND DEFINITIONS
GROUP 6

1. Satellite Center - A small word processing secretarial services center which houses correspondence support, administrative support or both. Each center may serve a department, a floor, or any group of principals. A satellite center is said to be decentralized since it serves one part of the company rather than the entire company. (Also called work group.)

2. Scrolling - The movement (either up or down) of text on a visual display screen.

3. Selective Search and Replace - The ability to go through recorded media in search of a certain word or phrase and at the first occurrence stop to allow the operator to replace it with another word or phrase.

4. Single-Element Typewriter - A typewriter with a ball-shaped printing device.

5. Smart Terminal - A text-editing terminal of a shared logic system that has its own computer power but shares the printing and/or storage facilities of the computer.

6. Software Programs. - The programming of a text editor by a magnetic medium to activate the processing functions; to perform a new function merely requires the insertion of the appropriate "software" package.

7. Specialist - An individual who has knowledge and training to perform a particular function. In the office it could be a records management specialist, a travel accomodations specialist, a typewriter specialist, and so forth.

8. Standalones - Text-editing typewriters, both mechanical and visual display, that contain all the parts needed to operate alone; they are complete within themselves and do not rely on the aid of a computer or any other machines.

9. Standard Cassette - A reel containing magnetic tape on which dictation may be recorded. Smaller versions of this tape would be the minicassette and microcassette.

10. Standards (Work Standards) - Measures used to evaluate job performance; they are based on the length of time required by the average person to perform satisfactorily a task. Established standards are used to compare the quantity and quality of employees' work and are used to measure employees' production.

11. Storage - The act of filing and retrieving paper documents as well as magnetic media.

12. Supervisor - A specialist who serves as a liaison between management and secretarial workers. A supervisor relieves the principals of directing and coordinating the work load among CS, AS, or both.

13. Teamwork - Cooperative effort by various employees to achieve a common goal. Rather than each secretary experiencing busy and then slack periods of work, all work is distributed to balance the work load among secretaries.

14. Telecommunication - The electronic transfer of information from one system to another over a long distance by telephone or telegraph lines. Examples of equipment used in telecommunication include: communicating text editors, facsimile transceivers, and teletypewriters.

15. Teletypewriter - A communicating typewriter that uses a punched paper tape medium and that sends or receives typed copy over telephone or telegraph lines.

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4

WORD PROCESSING TERMS AND DEFINITIONS
GROUP 7

1. Text Editor (Text-Editing Typewriter) - A standalone typewriter, with or without a visual display screen, that can revise text (add new material, correct and revise stored material, and skip material to be omitted).

2. Thimble Printer - A typewriter printing device in the shape of a thimble that can print 128 different characters.

3. Time Shared Services - A system which connects several terminals (mechanical or visual display text editors) from different companies to a large computer system, allowing many companies in different locations to share the cost of the computer.

4. Touch Tone - A push-button phone. Touch tone is a registered trade mark of AT&T Company that identifies its push-button phone service.

5. Traditional Secretary - Also called a general-purpose or multifunctional secretary; this person performs all secretarial functions (typing and nontyping) for one or more executives. Commonly, the secretary is supervised by the executive being served and promotion is dependent upon that executive's advancement.

6. Turnaround Time (Turnaround Goals) - From the moment a document is created to the time it is completed in final form--ready to be mailed or filed.

7. Turnover - Replacement of employees who have left the company. Turnover requires the company to find, hire, and train replacements.

8. TWX/TELEX - Two teletypewriter exchange services provided by Western Union. Both are forms of electronic mail.

9. Variables - Information that changes from one form letter or prerecorded document to another. Examples of variables to be inserted during playback are: names and addresses, amounts, model numbers, purchase order numbers, and so on.

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10. Visual Display Text Editor (Visual Display Standalone) - A text-editing typewriter similar to a mechanical standalone only it has a screen for advanced editing and a separate printing device for high-speeed playback.

11. Word Originator - An individual who originates paperwork and requires secretarial help. Other terms used interchangeably are: boss, manager, executive, user, author.

12. Word Processing (WP) - A system of processing written communication by coordinating automated equipment, specialized people, and efficient procedures in an appropriate environment.

13. Work Requisition (Work Request) - A form upon which authors or principals ask for and describe work they need to have performed.

14. Work Station - The work area where employees perform most of their assigned tasks; includes modular desk or table, counter and shelves, and overhead storage and display, files, machines, and other accessories needed for performing assigned responsibilities.

15. WP/AS (AS/CS) - An abbreviation that stands for a formal or pure word processing organization, whereby secretarial services have been organized into the correspondence secretarial team (WP for word processing services) and the administrative support team (AS for administrative support services).

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

INFORMATION SHEET I-4a

UNSCRAMBLE THE FOLLOWING WORD PROCESSING TERMS

Group 1

1. DTIGEIN ____________
2. RIROYTPI ____________
3. TKESEDIT ____________
4. VIBIASELR ____________
5. EGOTSRA ____________
6. RNEPTRI ____________
7. TUOTPU ____________
8. RCORSU ____________
9. VIROINES ____________
10. FUEFRB ____________

Group 2

1. UNMDCOET ____________
2. LNSLCGROI ____________
3. MFIELISAC ____________
4. RIPRUSEVSO ____________
5. TSBIUDTONIRI ____________
6. RTELET ____________
7. TPUNI ____________
8. PLYFPO ____________
9. YMSETS ____________
10. GLNGIGO ____________

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

JOB SHEET 5

TASK: Making an oral or written report on either a correspondence secretarial position, an administrative secretarial position, or a supervisor position in the field of word processing

MATERIALS NEEDED:

1. Word Processing Concepts
2. Paper
3. Pen or pencil
4. Student checklist
5. Telephone

LEARNING ACTIVITIES:

1. Your instructor will give a lecture on the skills and duties of an administrative secretary, correspondence secretary, and supervisor in the field of word processing.

2. Read pp. 161-176 in Word Processing Concepts. This material will reinforce the information presented in the lecture.

3. The class will be divided into groups, and each group will be responsible for completing Activity 3 on pp. 177-179. Your instructor will tell each group what company they should contact. If you have any questions, please ask your instructor for assistance.

4. Your instructor will arrange to have a panel of word processing personnel to discuss their jobs. Be sure to ask this panel some questions dealing with their positions. You may include some of the following information:
   - (a) What the secretaries like and do not like about their jobs
   - (b) Advantages and disadvantages of the working conditions
   - (c) Requirements for their positions
   - (d) Average salary and benefits

5. Ask your instructor for the name of a firm or an individual to contact by telephone. Ask to speak to someone in the word processing department. Make sure the person has the time to talk to you and then ask the following:
   - (a) What training is necessary?
   - (b) Would additional training other than this program be helpful?
   - (c) What are the working conditions? Advantages and Disadvantages?
   - (d) What are the average salary and benefits?

6. Select another reference from the following list and collect the same information as you did in Activity 2.
   (a) Contact another word processing secretary.
   (b) See your instructor or counselor for additional information.
   (c) Go to the library to find a book or magazine article that deals with the subject.

7. Compare your information from both sources. Make notes of any information that is contradictory. It might be necessary to check another source if the information is entirely different.

8. Compile the information that you gathered from all of your references (this may also include textbooks and magazine articles) into report form using the student checklist as a guide. Include the training requirements, working conditions, and average salary and benefits of a word processing position.

10. When your report is completed, either present it to the class orally or reproduce the report for the entire class.

EVALUATION:

At the completion of this job sheet, you will be able to make an oral or written report on the training required, working conditions, and average salary and benefits of either a correspondence secretarial position, an administrative secretarial position, or a supervisor's position in the field of word processing. You must receive a satisfactory rating on each item on the student checklist.

INTRODUCTION TO WORD PROCESSING MODULE

UNIT I

JOB SHEET 5

STUDENT CHECKLIST

	SATISFACTORY	UNSATISFACTORY
1. At least two sources cited	______	______
2. Advantages and disadvantages of the working conditions listed	______	______
3. Salary & benefits listed	______	______
4. Information reported was not contradictory	______	______
5. Report was concise and complete	______	______

ENGLISH/PROOFREADING MODULE

UNIT II

Objectives

Upon completion of the job sheets in this module, you will be able to:

1. Capitalize words correctly in written communication
2. Express numbers correctly (figures or words) in written communication
3. Use abbreviations correctly in written communication
4. Use the comma correctly in written communication
5. Use the hyphen correctly in written communication
6. Use the apostrophe correctly in written communication
7. Use the semicolon, quotation marks, and colon correctly in written communication
8. Use the dash, parentheses, question mark, and exclamation point correctly in written communication
9. Recognize complete sentences, sentence fragments, and run on sentences
10. Spell business vocabulary words correctly
11. Spell commonly misspelled words used in business
12. Choose the correct words to complete sentences
13. Use the correct form of words that could be written as one word, two words, or hyphenated in written communication
14. Divide words correctly in written communication
15. Divide a list of words correctly
16. Take a vision examination
17. Identify proofreaders symbols
18. Type business letters from edited copy
19. Type reports from edited copy
20. Proofread and edit business letters
21. Perform proofreading exercises
22. Proofread and edit copy

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ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 1

TASK: Capitalizing words correctly in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Capitalization, Number, and Abbreviation Style, Third Edition
2. Diagnostic Test A on Capitalization
3. Drill 1, 2, 3, 4, and 5 on Capitalization
4. Answer key for drills
5. Post Test on Capitalization
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Diagnostic Test A on capitalization from your instructor and complete it as directed. After you have completed the test, recheck your answers and then turn it in to your instructor for evaluation.

2. If you make at least 90% on this test, proceed to Job Sheet 2. If not, complete the rest of the learning activities on this job sheet.

3. Read pages 1-3 on capitalization in the English Style Skill Builders on Capitalization, Number, and Abbreviation Style and complete the assignments as indicated. (Drills 1, 2, 3, 4, and 5)

4. As you complete the assigned drills, obtain the answer key from your instructor and check your work. If you have an answer wrong and do not understand why, ask your instructor for assistance.

5. After you have completed all 5 drills, obtain the post test from your instructor and complete it as directed.

6. After you have completed the test, recheck all your answers and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to capitalize words correctly on a diagnostic test with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 2

TASK: Expressing numbers correctly (figures or words) in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Capitalization, Number, and Abbreviation Style, Third Edition
2. Diagnostic Test B on Number Usage
3. Drills 6, 7, and 8 on Number Usage
4. Answer key for drills
5. Post-Test on Numbers
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain the Diagnostic Test B on number usage from your instructor and complete it as directed. After you have completed the test, recheck your answers and turn it in to your instructor.

2. If you make at least 90% on this test, proceed to Job Sheet 3. If not, complete the rest of the learning activities on this job sheet.

3. Read pages 3-5 on numbers in the English Style Skill Builders on Capitalization, Number, and Abbreviation Style and complete the assignments as directed. (Drills 6, 7, and 8)

4. As you complete the assigned drills, obtain the answer key from your instructor and check your work. If you have an answer wrong and do not understand why, be sure to ask your instructor for assistance.

5. After you have completed all three drills, obtain the post test from your instructor and complete it as directed.

6. After you have completed the test, recheck all your answers and then turn it in to your instructor for grading.

EVALUATION:

At the completion of the job sheet, you will be able to express numbers correctly in figures and in words in a diagnostic test with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 3

TASK: Using abbreviations correctly in written communication

MATERIALS NEEDEED:

1. English Style Skill Builders on Capitalization, Number, and Abbreviation Style, Third Edition
2. Diagnostic Test C on Abbreviations
3. Drills 9, 10, and 11 on Abbreviations
4. Answer key for Drills
5. Post Test on Abbreviations
6. Pen or pencil
7. Achievement test on capitalization, numbers, and abbreviations

LEARNING ACTIVITIES:

1. Obtain the Diagnostic Test C on Abbreviations from your instructor and complete it as directed. After you have completed this test, recheck all your answers and then turn it in to your instructor.

2. If you make at leat 90% on this test, you may proceed to Job Sheet 4. If not, complete the rest of the learning activities on this job sheet.

3. Read pages 5-6 on abbreviations in the English Style Skill Builders on Capitalization, Number, and Abbreviations and complete the assignments as directed. (Drills 9, 10, and 11)

4. As you complete the assigned drills, obtain the answer key from your instructor and check your work. If you have an answer wrong and do not understand why, be sure to ask your instructor for assistance.

5. After you have completed all three drills, obtain the post test from your instructor and complete it as directed.

6. Recheck all your answers on the test and then turn it in to your instructor for grading.

7. You are now ready to take an achievement test on capitalization, numbers, and abbreviations. You may review pp. 1-6 in the English Style Skill Builders on Capitalization, Number, and Abbreviation Style before taking the test.

8. Obtain the achievement test from your instructor and complete as directed.

9. After you have completed the test, recheck all your answers and then turn it in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to abbreviate words correctly on a diagnostic test with at least 90% accuracy. Also, you will be able to pass an achievement test on capitalization, numbers, and abbreviations with at least 80% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 4

TASK: Using the comma correctly in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Punctuation Style, Third Edition
2. Diagnostic Test A on the comma
3. Drills 1, 2, 3, 4, 5, and 6
4. Answer key for drills
5. Post test
6. Paper
7. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain the Diagnostic Test A on the comma from your instructor and complete the test as directed. After you have completed the test, recheck your answers and then turn it in to your instructor for evaluation.

2. If you make at least 90% on this test, proceed to Job Sheet 5. If not, complete the rest of the learning activities on this job sheet.

3. Read pp. 1-4 on the comma in the English Style Skill Builders on Punctuation Style and complete the assignments as directed. (Drills 1, 2, 3, 4, 5, and 6)

4. As you complete the assigned drills, obtain the answer key from your instructor and check your work. If you have an answer wrong and do not understand why, be sure to ask your instructor for assistance.

5. After you have completed all six drills, obtain the post test from your instructor and complete it as directed.

6. Recheck all your answers after completing the test and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to use the comma correctly in written communication by completing a diagnostic test on the use of the comma with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 5

TASK: Using the hyphen correctly in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Punctuation Style, Third Edition
2. Diagnostic Test B on the hyphen
3. Drills 7, 8, and 9
4. Answer key to drills
5. Post test on the hyphen
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Diagnostic Test B on the hyphen from your instructor and complete it as directed. After you have completed the test, recheck your answers and turn it in to your instructor for evaluation.

2. If you make at least 90% on this test, proceed to Job Sheet 6. If not, complete the rest of the learning activities on this job sheet.

3. Read pp. 4-6 on the hyphen in the English Style Skill Builders on Punctuation Style and complete the assignments as directed. (Drills 7, 8, and 9)

4. As you complete the assigned drills, obtain the answer key from your instructor and check your work. If you have an answer wrong and do not understand why, ask your instructor for assistance.

5. After your have completed all three drills, obtain the post test on the hyphen from your instructor and complete it as directed.

6. Recheck all your answers after you have completed the test and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to use the hyphen correctly in written communication by completing a diagnostic test on the use of the hyphen with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 6

TASK: Using the apostrophe correctly in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Punctuation Style, Third Edition
2. Diagnostic Test C on the apostrophe
3. Drills 10 and 11
4. Answer key to drills
5. Post test on the apostrophe
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Diagnostic Test C on the apostrophe from your instructor and complete it as directed. After you have completed the test, recheck all your answers and then turn it in to your instructor for evaluation.

2. If you make at least 90% on this test, proceed to Job Sheet 7. If not, complete the rest of the learning activities on this job sheet.

3. Read pp. 5-6 on the apostrophe in the English Style Skill Builders on Punctuation Style and complete all assignments as directed. (Drills 10 and 11)

4. As you complete the assigned drills, obtain the answer key from your instructor and check all your work. If you have an answer wrong and do not understand why, be sure to ask your instructor for assistance.

5. After you have completed both drills, obtain the post test on the apostrophe from your instructor and complete it as directed.

6. Recheck all your answers on the test and then turn it in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to use the apostrophe correctly in written communication by completing a diagnostic test on the use of the apostrophe with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 7

TASK: Using the semicolon, quotation marks, and colon correctly in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Punctuation Style, Third Edition
2. Diagnostic Test D on semicolon, quotation marks, and colon
3. Drills 12, 13, and 14
4. Answer key to drills
5. Post test on semicolon, quotation marks, and colon
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Diagnostic Test D on the semicolon, quotation marks, and colon from your instructor and complete it as directed. After you have completed the test, recheck your answers and then turn it in to your instructor for evaluation.

2. If you make at least 90% accuracy on this test, proceed to Job Sheet 8. If not, complete the rest of the learning activities on this job sheet.

3. Read pp. 7-9 on the semicolon, quotation marks, and colon in the English Style Skill Builders on Punctuation Style and complete all assignments as directed. (Drills 12, 13, and 14)

4. As you complete the assigned drills, obtain the answer key from your instructor and check all your work. If you have any questions about any answers you may have missed, ask your instructor for assistance.

5. After you have completed all three drills, obtain the post test on the semicolon, quotation marks, and colon from your instructor and complete it as directed.

6. Recheck all your answers carefully and then turn your test in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to use the semicolon, quotation marks, and colon correctly in written communication by completing a diagnostic test on the use of the semicolon, quotation marks, and colon with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 8

TASK: Using the dash, parentheses, question mark, and exclamation point correctly in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Punctuation Style, Third Edition
2. Diagnostic Test E on the dash, parentheses, question mark, and exclamation point
3. Drills 15 and 16
4. Answer key to drills
5. Post test on the dash, parentheses, question mark, and exclamation point
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Diagnostic Test E on the dash, parentheses, question mark, and exclamation point from your instructor and complete it as directed. After you have completed the test, recheck your answers and then turn it in to your instructor for evaluation.

2. If you make at least 90% accuracy on this test, proceed to Job Sheet 9. If not, complete the rest of the learning activities on this job sheet.

3. Read pp. 9-10 on the dash, parentheses, question mark, and exclamation point in the English Style Skill Builders on Punctuation Style and complete all assignments as directed. (Drills 15 and 16)

4. As you complete the assigned drills, obtain the answer key from your instructor and check all your work. If you have an answer wrong and do not understand why, be sure to ask your instructor for assistance.

5. After you have completed both drills, obtain the post test on the dash, parentheses, question mark, and exclamation point from your instructor and complete it as directed.

6. After you have completed the test, recheck all your answers and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to use the dash, parentheses, question mark, and exclamation point in written communication by completing a diagnostic test on the use of the dash, parentheses, question mark, and exclamation point with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 9

TASK: Recognizing complete sentences, sentence fragments, and run on sentences

MATERIALS NEEDED:

1. English Style Skill Builders on Punctuation Style, Third Edition
2. Diagnostic Test F on complete sentences, sentence fragments, and run on sentences
3. Drills 17 and 18
4. Answer key to drills
5. Post test on sentences
6. Pen or pencil
7. Achievement test on punctuation style

LEARNING ACTIVITIES:

1. Obtain Diagnostic Test F on complete sentences, sentence fragments, and run on sentences from your instructor and complete it as directed. After you have completed the test, recheck your answers and then turn it in to your instructor for evaluation.

2. If you make at least 90% accuracy on this test, proceed to Job Sheet 10. If not, complete the rest of the learning activities on this job sheet.

3. Read p. 10 on sentence completeness in English Style Skill Builders on Punctuation Style and complete all assignments as directed. (Drills 17 and 18)

4. As you complete the assigned drills, obtain the answer key from your instructor and check all your work. If you have an answer wrong and do not understand why, be sure to ask your instructor for assistance.

5. After you have completed both drills, obtain the post test on sentences from your instructor and complete it as directed.

6. Recheck all your answers before turning the test in to your instructor for grading.

7. You are now ready to take the achievement test on punctuation style. You may review any information you wish in the English Style Skill Builders on Punctuation Style.

8. After you have the necessary information, obtain the achievement test on punctuation from your instructor and complete it as directed.

9. Recheck all of your answers carefully before turning the test in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to recognize a complete sentence, sentence fragments, and run on sentences by completing a diagnostic test on complete sentences with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 10

TASK: Spelling business vocabulary words correctly

MATERIALS NEEDED:

1. English Style Skill Builders on Spelling Improvement, Third Edition
2. Drills 1, 2, 3, and 4
3. Answer key to drills
4. Diagnostic Test A on spelling
5. Post test
6. Pen or pencil

LEARNING ACTIVITIES:

1. Read pp. 1-3 in English Style Skill Builders on Spelling Improvement and complete Drills 1 and 2 as directed.

2. After completing both drills, obtain the answer key from your instructor and check your work. If you have any wrong answers, be sure you know what the correct answer should be.

3. Obtain Diagnostic Test A on spelling from your instructor. After you have completed the test, recheck your answers and then turn it in to your instructor for evaluation.

4. If you make at least 90% on the test, proceed to Job Sheet 11. If not, complete the rest of the learning activities on this job sheet.

5. Read pp. 3-5 on spelling rules in English Style Skill Builders on Spelling Improvement and complete all assignments as directed. (Drills 3 and 4)

6. As you complete the assigned drills, obtain the answer key and check all your work.

7. After you have completed both drills, obtain the post test on spelling rules from your instructor and complete it as directed.

8. Recheck all your answers before turning your test in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to spell business vocabulary words correctly on a diagnostic test with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11

TASK: Spelling commonly misspelled words used in business

MATERIALS NEEDED:

1. National Office Management Association Spelling word list
2. Quiz 1 - Quiz 12 (Total of 12 quizzes)
3. Dictionary or other available references for defining words
5. Paper
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain a National Office Management Association spelling list from your instructor.

2. Your instructor will designate 50 words each week for you to study. Of the 50 words, 20 words will be selected for you to spell.

3. After you have studied the 50 words your instructor has designated, obtain the first quiz and complete it as directed.

4. The quizzes will be given in consecutive order. You may take the quiz on any day of each week. You may also choose to take more than one quiz in a week depending on your individual progress.

5. Using any available references, look up the meaning of any words that are unfamiliar to you. Give this list to the instructor before taking the quiz. Three words to define are added to the quiz and will count as bonus points if defined correctly and briefly.

EVALUATION:

At the completion of this job sheet, you will learn to spell commonly misspelled words used in business with at least 95% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II - JOB SHEET 11

Following are some of the words listed on the NOMA list:

personnel
effect
separate
likable
advisable
excessive
principle
jewelry
believe
durable
nominal
grammar
deceive
notifying
length
yield
ineligible
license
already
partially
neutralize
analysis
opponent
obstruct
hindrance
bookkeeper
comparable
assistance
penalize
memorandum
gratis
twentieth
deficient
coordinate
retainer
visualize
equity
counter
occasion
reparation
nuisance
innocence
auditor
visualize
illiterate
repetition
remarkable
achievement

bankruptcy
advantageous
transferring
maintenance
likelihood
embarrassed
manageable
manufacturer
deductible
preliminary
dissatisfied
enlightenment
superintendent
miscellaneous
fluorescent
practicable
attorneys
incidentally
negotiate
presentation
irreparable
distinction
questionnaire
testimonial
interpretation
indebtedness
prescription
accommodate
occurrence
significance
congratulate
announcement
serviceable
pronunciation
sufficiency
exceptional
intentionally
beneficiary
catastrophe
indefensible
victorious
destination
pedestrian
reconciliation
confidential
government
perseverance
unconditional

sponsor
athletics
aluminum
calendar
continuous
mortgage
cooperate
consistent
movable
malicious
illogical
economical
receive
expenditure
prejudice
relieve
aspirant
committee
pamphlet
grateful
forfeit
genuine
familiar
illegible
confirm
censure
siege
minimum
seize
studying
interrupt
influence
misspell
pursuing
concede
strengthen
apparently
vacuum
recitation
abundance
recuperate
utilize
unanimous
prestige
absolutely
competent
scarcity
petition

grievance
mailable
obscure
excusable
conferred
parallel
excellent
counsel
efficiency
benefited
loose
leisure
criticize
deteriorate
devastate
specialize
controlled
statistical
accumulate
diminish
usable
distinct
incredible
franchise
interfered
succeed
mileage
lose
tangible
scandal
accountant
forcibly
dominant
appropriate
appraisal
submission
reputation
serenity
penetrate
equivalent
applicable
lien
budgeting
inevitably
auditorium
spontaneous
scholastic
perpetrate

scarcely
merge
privilege
similar
owing
compelled
desirable
distributor
equilibrium
lying
nevertheless
questionable
principal
futurity
discipline
default
pastime
financial
accustomed
loneliness
omitted
enforceable
insistent
peculiar
arguing
obstinate
inferred
apologies
structural
receipt
ridiculous
disability
probability
endowment
controversy
renewal
acquaintance
patience
amateur
changeable
tolerant
collision
trivial
incurred
honorable
illustration
inadequate
suspicious

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 1

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) banktruptcy	(b) bankruptcy	(c) bankrupty	_____ 1.
(a) effect	(b) efect	(c) effact	_____ 2.
(a) advantagous	(b) advantageous	(c) advantagoeus	_____ 3.
(a) likble	(b) lickable	(c) likable	_____ 4.
(a) advisable	(b) advisible	(c) adviseable	_____ 5.
(a) excesive	(b) excessive	(c) execessive	_____ 6.
(a) manufacturer	(b) manufacterur	(c) manufacteurer	_____ 7.
(a) jewlery	(b) jewelry	(c) jewelrey	_____ 8.
(a) bleive	(b) beleive	(c) believe	_____ 9.
(a) deductible	(b) decuctable	(c) deductble	_____ 10.
(a) nominal	(b) nominale	(c) nonominal	_____ 11.
(a) grammer	(b) gramar	(c) grammar	_____ 12.
(a) decieve	(b) deceive	(c) deceeve	_____ 13.
(a) fluroscent	(b) fluorescent	(c) flursocent	_____ 14.
(a) length	(b) lenthe	(c) lenth	_____ 15.
(a) yeild	(b) yiled	(c) yield	_____ 16.
(a) inelagible	(b) ineligible	(c) inelgible	_____ 17.
(a) lisense	(b) license	(c) lisence	_____ 18.
(a) alreadie	(b) allready	(c) already	_____ 19.
(a) partially	(b) parcially	(c) partialy	_____ 20.

WORD MEANINGS - Bonus Points

1. benevolent -

2. obsolete -

3. recede -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 2

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) personnel	(b) personel	(c) personnal	_____ 1.
(a) separate	(b) seperate	(c) saperate	_____ 2.
(a) obscur	(b) obscure	(c) obsceur	_____ 3.
(a) calender	(b) calandar	(c) calendar	_____ 4.
(a) likelihood	(b) likliehood	(c) likeliehood	_____ 5.
(a) embarased	(b) embarrassed	(c) embarrased	_____ 6.
(a) manageble	(b) managable	(c) manageable	_____ 7.
(a) prinsiple	(b) principle	(c) principel	_____ 8.
(a) durible	(b) durable	(c) durbabel	_____ 9.
(a) malicous	(b) malicious	(c) malicuois	_____10.
(a) ilogical	(b) illogicle	(c) illogical	_____11.
(a) prinsipal	(b) principal	(c) principel	_____12.
(a) superintendant	(b) superentendent	(c) superintendent	_____13.
(a) loosse	(b) looce	(c) loose	_____14.
(a) notifying	(b) notifing	(c) notifyng	_____15.
(a) practicable	(b) practicabal	(c) pracitable	_____16.
(a) attornies	(b) attorneys	(c) attorneies	_____17.
(a) committee	(b) comittee	(c) commitee	_____18.
(a) negotiate	(b) negotaiate	(c) negociate	_____19.
(a) conceed	(b) conceade	(c) concede	_____20.

WORD MEANINGS - Bonus Points

1. leniency -

2. impel -

3. erroneous -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 3

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) neutralize	(b) nutralize	(c) neutrelize	_____ 1.
(a) forfit	(b) forfeit	(c) forfiet	_____ 2.
(a) omited	(b) ommitted	(c) omitted	_____ 3.
(a) sieze	(b) seize	(c) sezie	_____ 4.
(a) ireparable	(b) irreparable	(c) irraparable	_____ 5.
(a) questionaire	(b) questionnaire	(c) questinnaire	_____ 6.
(a) familar	(b) familiar	(c) fameliar	_____ 7.
(a) insistant	(b) insistint	(c) insistent	_____ 8.
(a) obstruct	(b) obstrict	(c) obstrct	_____ 9.
(a) franchase	(b) franchise	(c) franchse	_____10.
(a) puciliar	(b) peculiar	(c) pecular	_____11.
(a) prescripton	(b) prescripsion	(c) prescription	_____12.
(a) arguing	(b) arging	(c) argueing	_____13.
(a) bookkeepper	(b) bookeeper	(c) bookkeeper	_____14.
(a) succeed	(b) suceed	(c) succede	_____15.
(a) comparible	(b) comparable	(c) comparabal	_____16.
(a) ocurrence	(b) ocurence	(c) occurrence	_____17.
(a) infered	(b) inferred	(c) enferred	_____18.
(a) occasion	(b) ocasion	(c) occassion	_____19.
(a) lose	(b) loze	(c) looze	_____20.

WORD MEANINGS - Bonus Points

1. supersede -

2. pessimistic -

3. ambiguous -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 4

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) dilligent	(b) delegent	(c) diligent	_____ 1.
(a) usable	(b) useable	(c) useible	_____ 2.
(a) analsis	(b) analysis	(c) analysus	_____ 3.
(a) genuene	(b) genuine	(c) genuien	_____ 4.
(a) enforcible	(b) enforceable	(c) enforcable	_____ 5.
(a) oponnent	(b) opponnent	(c) opponent	_____ 6.
(a) incredible	(b) incredable	(c) incrediable	_____ 7.
(a) testmonial	(b) testimonal	(c) testimonial	_____ 8.
(a) ilegible	(b) illegible	(c) illegable	_____ 9.
(a) interpertation	(b) interpreation	(c) interpretation	_____10.
(a) hinderance	(b) hindreance	(c) hindrance	____ 11.
(a) interfered	(b) interferred	(c) intrafered	_____12.
(a) indetedness	(b) indebtdness	(c) indebtedness	_____13.
(a) indefensible	(b) indefinsible	(c) indefensable	_____14.
(a) obstenate	(b) obstinet	(c) obstinate	_____15.
(a) conforme	(b) conferm	(c) confirm	_____16.
(a) mileage	(b) milage	(c) milege	_____17.
(a) assistance	(b) assistence	(c) asistance	_____18.
(a) minemum	(b) minimum	(c) minimen	_____19.
(a) apologes	(b) apologies	(c) apologys	_____20.

WORD MEANINGS - Bonus Points

1. imperative -

2. mediocre -

3. naive -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 5

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) sponsor	(b) sponser	(c) sponsir	_____ 1.
(a) atheletics	(b) athletics	(c) athlethics	_____ 2.
(a) alumnimum	(b) alumunim	(c) aluminum	_____ 3.
(a) maintanance	(b) maintenence	(c) maintenance	_____ 4.
(a) continuous	(b) contunious	(c) continous	_____ 5.
(a) morgage	(b) mortgage	(c) mortgauge	_____ 6.
(a) co-operat	(b) coperate	(c) cooperate	_____ 7.
(a) consistent	(b) consistant	(c) consistunt	_____ 8.
(a) moveable	(b) moveible	(c) movable	_____ 9.
(a) prelimenary	(b) preliminary	(c) perliminary	_____10.
(a) disastisfied	(b) dissatisfyed	(c) dissatisfied	_____11.
(a) econemical	(b) economical	(c) economicle	_____12.
(a) recieve	(b) receive	(c) receiv	_____13.
(a) expenditor	(b) expenditur	(c) expenditure	_____14.
(a) prejudise	(b) prejudes	(c) prejudice	_____15.
(a) releve	(b) relieve	(c) releive	_____16.
(a) aspirent	(b) aspirant	(c) asprarent	_____17.
(a) insidentally	(b) incidentaly	(c) incidentally	_____18.
(a) pamphlet	(b) pamplet	(c) pamflet	_____19.
(a) grateful	(b) greatful	(c) gratefull	_____20.

WORD MEANINGS - Bonus Points

1. colleague -

2. consensus -

3. dilemma -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 6

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) grievance	(b) greviance	(c) grievence	_____ 1.
(a) mailible	(b) mailable	(c) mailble	_____ 2.
(a) transfering	(b) transferring	(c) transfarring	_____ 3.
(a) excusable	(b) excuseble	(c) excusible	_____ 4.
(a) confered	(b) conferred	(c) confirred	_____ 5.
(a) paralel	(b) parallell	(c) parallel	_____ 6.
(a) excelent	(b) excellent	(c) excellant	_____ 7.
(a) counsel	(b) counsil	(c) counsell	_____ 8.
(a) eficiency	(b) efficiency	(c) effisioncy	_____ 9.
(a) benefited	(b) benefitted	(c) benfited	_____10.
(a) miscelaneous	(b) miscellaneous	(c) miscellanous	_____11.
(a) leisure	(b) lisure	(c) lesiure	_____12.
(a) criticize	(b) critisize	(c) critacize	_____13.
(a) detriorate	(b) deteroriate	(c) deteriorate	_____14.
(a) devastate	(b) devestate	(c) deveastate	_____15.
(a) specalize	(b) specialize	(c) specialaze	_____16.
(a) controled	(b) controlled	(c) controoled	_____17.
(a) statestical	(b) statisticle	(c) statistical	_____18.
(a) accummulate	(b) accumulate	(c) acumulate	_____19.
(a) diminesh	(b) diminish	(c) deminish	_____20.

WORD MEANINGS - Bonus Points

1. disbursement -

2. concur -

3. liaison -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 7

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) scarcly	(b) scarcily	(c) scarcely	_____ 1.
(a) murge	(b) merje	(c) merge	_____ 2.
(a) privilege	(b) privalege	(c) priviledge	_____ 3.
(a) simlar	(b) similar	(c) similiar	_____ 4.
(a) oweing	(b) oweng	(c) owing	_____ 5.
(a) compelled	(b) compeled	(c) compilled	_____ 6.
(a) disirable	(b) desirable	(c) desirible	_____ 7.
(a) distributer	(b) distributor	(c) distribtor	_____ 8.
(a) equilibrium	(b) equalibrium	(c) equilibreum	_____ 9.
(a) lyeing	(b) lying	(c) lieing	_____ 10.
(a) neverthless	(b) nevertheles	(c) nevertheless	_____ 11.
(a) questionible	(b) questionable	(c) questionble	_____ 12.
(a) inlightment	(b) enlightenment	(c) enlightment	_____ 13.
(a) futurity	(b) futuriety	(c) futureity	_____ 14.
(a) descipline	(b) disciplan	(c) discipline	_____ 15.
(a) dafault	(b) default	(c) defalt	_____ 16.
(a) pastime	(b) pasttime	(c) passtime	_____ 17.
(a) fenancial	(b) financial	(c) finantial	_____ 18.
(a) accustumed	(b) acustomed	(c) accustomed	_____ 19.
(a) lonlineness	(b) loneliness	(c) lonelyness	_____ 20.

WORD MEANINGS - Bonus Points

1. eccentric -

2. reimburse -

3. congenial -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 8

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) penalize	(b) penilize	(c) penalise	______ 1.
(a) memorandem	(b) memorandum	(c) memorandam	______ 2.
(a) gratis	(b) gratice	(c) grattis	______ 3.
(a) twenteieth	(b) twentieth	(c) twenteth	______ 4.
(a) dificient	(b) deficiant	(c) deficient	______ 5.
(a) coordenate	(b) coordinate	(c) cordinate	______ 6.
(a) retainrer	(b) retainr	(c) retainer	______ 7.
(a) visualize	(b) visulize	(c) visualzie	______ 8.
(a) eqiuty	(b) equity	(c) equeity	______ 9.
(a) counterfiet	(b) counterfit	(c) counterfeit	______10.
(a) acommodate	(b) accommodate	(c) acomodate	______11.
(a) reperation	(b) reparation	(c) repration	______12.
(a) nuisance	(b) nusiance	(c) nuisence	______13.
(a) innocance	(b) innocense	(c) innocence	______14.
(a) auditer	(b) auditor	(c) auditr	______15.
(a) visualize	(b) visulize	(c) visaulize	______16.
(a) confidentel	(b) confidential	(c) confidental	______17.
(a) repetition	(b) repetision	(c) repitition	______18.
(a) remarkble	(b) remarcable	(c) remarkable	______19.
(a) achievament	(b) achievement	(c) achievment	______20.

WORD MEANINGS - Bonus Points

1. corridor -

2. indicative -

3. nonchalant -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 9

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) seige	(b) siege	(c) sieage	______ 1.
(a) forcibly	(b) forcably	(c) forciably	______ 2.
(a) acountant	(b) accountent	(c) accountant	______ 3.
(a) anouncement	(b) announcement	(c) announcment	______ 4.
(a) servicable	(b) serviceable	(c) servicaeble	______ 5.
(a) persuing	(b) pursuing	(c) pursueing	______ 6.
(a) sufficiency	(b) suficiency	(c) sufficency	______ 7.
(a) exceptional	(b) excpetional	(c) exceptonial	______ 8.
(a) presteige	(b) prestiege	(c) prestige	______ 9.
(a) abbundance	(b) abundance	(c) abundence	______10.
(a) unanimous	(b) unaminous	(c) unanimus	______11.
(a) cencure	(b) censure	(c) cencsure	______12.
(a) victorious	(b) victorous	(c) victorouis	______13.
(a) destination	(b) destenation	(c) destineation	______14.
(a) pedistrian	(b) pedistrain	(c) pedestrian	______15.
(a) honoirable	(b) honourable	(c) honorable	______16.
(a) iliterate	(b) illiterate	(c) ilitterate	______17.
(a) goverment	(b) govermnent	(c) government	______18.
(a) penetrate	(b) penatreate	(c) pentrate	______19.
(a) perpurtrate	(b) perpetrate	(c) perpeturate	______20.

WORD MEANINGS - Bonus Points

1. arrears -

2. fiscal -

3. optimism -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 10

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) distinction	(b) distnction	(c)distincsion	_____ 1.
(a) studing	(b) studying	(c) studyng	_____ 2.
(a) congratulate	(b) congradulate	(c) congrateulate	_____ 3.
(a) influance	(b) influince	(c) influence	_____ 4.
(a) mispell	(b) misspell	(c) misspel	_____ 5.
(a) appropriate	(b) apropriate	(c) approperate	_____ 6.
(a) presentaion	(b) presentation	(c) presentaton	_____ 7.
(a) strengthn	(b) strengthan	(c) strengthen	_____ 8.
(a) apparently	(b) apparantly	(c) aparently	_____ 9.
(a) vaccum	(b) vacuum	(c) vacum	_____10.
(a) recitation	(b) rectation	(c) reciteation	_____11.
(a) beneficeary	(b) benificiary	(c) beneficiary	_____12.
(a) recuperate	(b) recuprate	(c) recooperate	_____13.
(a) utileze	(b) utilize	(c) utlize	_____14.
(a) catostrophe	(b) catastrophe	(c) catastrophy	_____15.
(a) intentionally	(b) intensionaly	(c) intentionaly	_____16.
(a) absoluteley	(b) absolutely	(c) absolutly	_____17.
(a) competent	(b) comptent	(c) compatent	_____18.
(a) scarsity	(b) scarcity	(c) scarceity	_____19.
(a) petitetion	(b) petision	(c) petition	_____20.

WORD MEANINGS - Bonus Points

1. integrity -

2. promissory -

3. compromise -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 11

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) tangeble	(b) tangible	(c) tangable	_____ 1.
(a) scandel	(b) scandale	(c) scandal	_____ 2.
(a) significence	(b) significance	(c) signficance	_____ 3.
(a) interrupt	(b) interupt	(c) intrupt	_____ 4.
(a) dominent	(b) dominant	(c) dominiant	_____ 5.
(a) pronounciation	(b) pronunciasion	(c) pronunciation	_____ 6.
(a) appraisal	(b) appriasal	(c) apraisel	_____ 7.
(a) submision	(b) submission	(c) submisson	_____ 8.
(a) reputation	(b) reputasion	(c) reputaction	_____ 9.
(a) serenety	(b) serenity	(c) serinity	_____ 10.
(a) perserverance	(b) perseverance	(c) perseverence	_____ 11.
(a) equivalent	(b) equivelent	(c) equivalant	_____ 12.
(a) aplicable	(b) applicable	(c) applicible	_____ 13.
(a) lien	(b) lein	(c) lene	_____ 14.
(a) budgiting	(b) bugedeting	(c) budgeting	_____ 15.
(a) inevitably	(b) inevitebly	(c) inevitiably	_____ 16.
(a) auditorium	(b) audoturium	(c) auditourium	_____ 17.
(a) spontaneious	(b) spontaneous	(c) sponteanous	_____ 18.
(a) scholastic	(b) scholistic	(c) scholasteic	_____ 19.
(a) uncondisional	(b) unconditional	(c) unconditionel	_____ 20.

WORD MEANINGS - Bonus Points

1. improbable -

2. skeptical -

3. maximum -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 11 - Quiz 12

Directions: Put the letter of the word spelled correctly in the answer column at the right of the words

			ANSWERS
(a) structural	(b) strucetural	(c) structurel	_____ 1.
(a) receipt	(b) receit	(c) reciept	_____ 2.
(a) disability	(b) disabelity	(c) dissability	_____ 3.
(a) rediculous	(b) ridiculous	(c) rediclous	_____ 4.
(a) probability	(b) probebility	(c) probeability	_____ 5.
(a) endownment	(b) endowmeant	(c) endowment	_____ 6.
(a) controversey	(b) controversy	(c) controvrsy	_____ 7.
(a) renewal	(b) reneawal	(c) renewel	_____ 8.
(a) aquaintance	(b) acquiantance	(c) acquaintance	_____ 9.
(a) patience	(b) patiense	(c) pateince	_____10.
(a) amatur	(b) amatuer	(c) amateur	_____11.
(a) changeable	(b) changaeble	(c) changable	_____12.
(a) tolerent	(b) tolerant	(c) tolrant	_____13.
(a) colision	(b) collesion	(c) collision	_____14.
(a) trivial	(b) triviel	(c) triveal	_____15.
(a) incured	(b) incurred	(c) inccured	_____16.
(a) reconciliation	(b) reconcileation	(c) reconcilation	_____17.
(a) ilustration	(b) illustreation	(c) illustration	_____18.
(a) inadequat	(b) inadequate	(c) inadeqeate	____ 19.
(a) suspicous	(b) suspicious	(c) suspiceous	_____20.

WORD MEANINGS - Bonus Points

1. tentative -

2. impediment -

3. incentive -

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 12

TASK: Choosing the correct words to complete sentences

MATERIALS NEEDED:

1. English Style Skill Builders on Spelling Improvement, Third Edition
2. Diagnostic Test B on words frequently confused in transcription
3. Drills 5 and 6
4. Answer key to drills
5. Post test
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Diagnostic Test B on correct word usage from your instructor and complete it as directed. When you have finished the test, turn it in to your instructor for evaluation.

2. In you make at least 90% on this test, proceed to Job Sheet 12. If not, complete the rest of the learning activities on this job sheet.

3. Read pp. 5-6 on words frequently confused in transcription in English Style Skill Builders on Spelling Improvement and complete all assignments as directed. (Drills 5 and 6)

4. As you complete the assigned drills, obtain the answer sheet and check all your work. If you have a wrong answer and do not understand why, ask your instructor for assistance.

5. After you have completed both drills, obtain the post test on correct word usage from your instructor and complete it as directed.

6. After you have completed the test, recheck all your answers and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to choose the correct words to complete sentences on a diagnostic test with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 13

TASK: Using the correct form of words that could be written as one word, two words, or hyphenated in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Spelling Improvement, Third Edition
2. Diagnostic Test C
3. Drills 7, 8, 9, and 10
4. Answer key for drills
5. Post test
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain the Diagnostic Test C on spelling improvement from your instructor and complete it as directed.

2. If you make at least 90% accuracy on this test, proceed to Job Sheet 13. If not, complete the rest of the learning activities on this job sheet.

3. Read pp. 6-8 in English Style Skill Builders on Spelling Improvement and complete all assignments as directed. (Drills 7, 8, 9 and 10)

4. As you complete the assigned drills, obtain the answer key from your instructor and check your work. If you have a wrong answer, be sure you know what the answer should be.

5. After completing the three drills, obtain the post test on spelling improvement from your instructor and complete it as directed.

6. After you have completed the test, recheck all your answers and then turn it in to your instructor for grading.

7. You are now ready to take an achievement test on spelling improvement. You may review any information you wish in the English Style Skill Builders on Spelling Improvement.

8. After you have reviewed the necessary information, obtain the achievement test on spelling improvement from your instructor and complete it as directed.

9. Recheck all of your answers carefully before turning it in to your instructor for evaluation.

EVALUATION:

At the completion of this job, you will be able to choose the correct form of words that could be written as one word, two words, or hyphenated on a diagnostic test with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 14

TASK: Dividing words correctly in written communication

MATERIALS NEEDED:

1. English Style Skill Builders on Typewriting Style and Word Division, Third Edition
2. Diagnostic Test on word division
3. Drill 6
4. Answer key to drill
5. Post test on word division
6. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain the Diagnostic Test on word division from your instructor and complete it as directed. When you have completed the test, turn it in to your instructor for evaluation.

2. If you make at least 90% on this test, proceed to Job Sheet 15. If not, complete the rest of the learning activities on this job sheet.

3. Read pp. 15-16 on word division in English Style Skill Builders on Typewriting Style and Word Division and complete Drill 6 as directed.

4. After you have finished Drill 6, obtain the answer key from your instructor and check your work.

5. Obtain the post test from your instructor and complete it as directed. After completing the test, recheck all the answers and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to divide words correctly according to the rules of word division on a diagnostic test with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 15

TASK: Dividing a list of words correctly

MATERIALS NEEDED:

1. Information Sheet II-15 on word division rules
2. Information Sheet II-15a on practice exercises
3. Key to practice exercises
4. Test II-15
5. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Information Sheet II-15 from your instructor on word division rules. Be sure to read and study this list carefully as your instructor explains each rule to you. Also, be prepared to participate in class discussion on word division.

2. After you have studied the rules sufficiently, complete practice exercises on Information Sheet II-15a.

3. When you have completed the practice exercises, obtain the answer key from your instructor so you can check your exercises. If you missed any of the exercises, be sure you understand which answers were wrong.

4. Obtain Test II-15 from your instructor. Complete this test as directed.

5. After you have completed this test and rechecked all your answers, turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to divide a list of 50 words correctly according to the basic rules of word division with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II-15

1. Divide words only between syllables.

han . dling

chil . dren

ser . vice

cash . ier

2. Do not divide words of one syllable.

passed

chilled

cashed

tastes

3. Do not divide words of five or less letters, although some may have two syllables. It is also a good idea to avoid dividing words of six letters if possible.

motto

navy

naval

oasis

4. Do not separate a syllable of one letter at the beginning or end of a word.

unique

abroad

elec . tric

elon . gate

5. Do not separate a two-letter syllable at the end of a word. Also, avoid separating a two-letter syllable at the beginning of a word.

preacher

fac . ulty

express

inter . fere

6. When a vowel in the middle of a word makes a syllable by itself, divide after the vowel.

pene . trate

modu . lar

regu . late

promi . nent

7. When two vowels are separate syllables in the middle of a word, divide between the vowels.

evalu . ation

valu . able

humili . ate

punctu . ation

8. If a word has a hyphen, divide at the hyphen only.

thirty-six

far-reaching

first-class

dog-eared

9. Words with double consonants may be divided between the consonants.

mis . spell

pol . lute

pen . nies

slip . per

10. If "ing" is added to a word that ends in a double consonant, divide after the double consonant. If "ing" is added to a word that ends in a single consonant but the consonant is doubled when adding "ing," divide between the consonants.

cross . ing

kill . ing

plot . ting

cut . ting

11. Do not separate titles or initials.

Mrs. John . Smith

Jack . Jones, M.D.

Dr. D. F. . Hooley

Michael . Moon, D.D.S.

12. If a date must be divided, divide between the day and year.

July 24, . 1979

October 22, . 1974

13. Do not divide contractions, abbreviations, or figures.

14. Do not divide the last word on a page or the last word in a paragraph.

15. Avoid dividing proper names.

16. Avoid having two lines, one after the other, divided.

NOTE: IF YOU MUST DIVIDE A WORD AND YOU ARE NOT SURE, USE THE DICTIONARY OR ANOTHER REFERENCE BOOK--DO NOT GUESS!!!!

ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II 15a

Practice Exercise 1 - Divide the following words according to the rules you have studied (Example: man|kind)

1. knowledge
2. service
3. careless
4. haven't
5. yourself
6. crossing
7. weight
8. possible
9. privilege
10. protective
11. referral
12. strength
13. self-control
14. amount
15. punctuation
16. willing
17. business
18. meter
19. correction
20. valuable

Practice Exercise 2 - Divide the following words according to the rules you have studied. (Example: run|ning)

1. brother-in-law
2. children
3. shortly
4. running
5. regular
6. wouldn't
7. bulletin
8. preferred
9. shorthand
10. John B. Armstrong
11. themselves
12. explain
13. tossing
14. August 24, 1980
15. evaluation
16. 59 Church Street
17. F.B.L.A.
18. eyewitness
19. checkup
20. unique

ENGLISH/PROOFREADING MODULE

UNIT II

TEST II 15

DIRECTIONS: DIVIDE THE FOLLOWING WORDS CORRECTLY ACCORDING TO THE RULES YOU HAVE STUDIED. (Example: base|ball)

1. October 22, 1980
2. protective
3. shouldn't
4. penetrate
5. Jason B. Armstrong
6. suggestion
7. letterhead
8. 508 Bryce Avenue
9. c.o.d.
10. canning
11. evaluation
12. neatly
13. service
14. office
15. lecturer
16. miniature
17. mustard
18. product
19. Mrs. Michael Konnovitch
20. musician
21. passing
22. knowledge
23. similar
24. occurred
25. impossible

ENGLISH/PROOFREADING MODULE

UNIT II

Job Sheet 16

VISION TEST

TASK: Taking a vision examination

MATERIALS NEEDED:

1. Eye Chart
2. 4 X 6 index card
3. Paper
4. Pen or pencil

LEARNING ACTIVITIES:

1. Choose a partner from the class to help you with the vision examination.
2. Stand at an appropriate distance and read as much of the eye chart as you can to your partner.
3. As your partner points to specific letters, say the letters orally.
4. Figure out your vision according to how much you could read on the chart. If you have any questions, ask your instructor or school nurse for assistance.
5. If your vision is below minimum, see an eye doctor.

EVALUATION:

At the completion of this job sheet, you will be able to take a vision examination and figure out your eye vision.

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ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 17

TASK: Identifying proofreaders' symbols

MATERIALS NEEDED:

1. Information Sheet II-17
2. Information Sheet II-17a
3. Pencil or pen
4. Test II-17 on Proofreaders' Symbols

LEARNING ACTIVITIES:

1. Obtain Information Sheet II-17 from your instructor on proofreaders' symbols. Study and review all the material on this sheet.

2. When you feel you know the proofreaders' symbols, obtain Information Sheet II-17a from your instructor.

3. Complete the exercises on Information Sheet II-17a. You may use Information Sheet II-17 as a guide when completing these exercises.

4. Upon completion of these exercises, ask your instructor for the key so that you can check your work. If you missed anything on these exercises, be sure you know why. If you are not sure why you missed something, ask your instructor.

5. When you feel you understand the proofreaders' symbols and their usage, ask your instructor for Test II-17. On this test, you must identify proofreaders' symbols and edit materials using these symbols.

6. Complete the test as directed. After you have completed the test and have rechecked your answers, turn it in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to identify correctly proofreaders' symbols and edit text using these symbols with at least 90% accuracy.

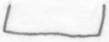
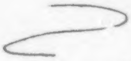
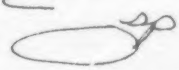
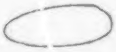
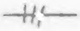
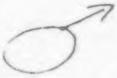
ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II-17

You may already be familiar with proofreaders' symbols; however, please review the following list:

SYMBOL	WHAT IT MEANS	SAMPLE OF EDITED COPY	END RESULT
~~/~~	delete take out	If you~~r~~ are	If you are
^	insert	will ^not go	will not go
stet	let it stand leave as is	stet ~~your~~ letter	your letter
‿	close up	proof‿read	proofread
lc or /	lower case letters	Sincerely /Yours	Sincerely yours
caps or ≡	capital letters	100 church street	100 Church Street
^,	insert comma	secretary^,Miss Green	secretary, Miss Green
=/	insert hyphen	past=/due account	past-due account
⊙	insert period	business⊙ Will you	business. Will you
;/	insert semicolon	letter;/however,	letter; however,
:/	insert colon	are as follows:/	are as follows:
?/	insert question mark	Do you know her?/	Do you know her?
!/	insert exclamation	deal!/ You can	deal! You can
˅'	insert apostrophe	it˅'s yours free	it's yours free
˅"	insert quotations	˅"office of the future˅"	"office of the future"
]	move to right	]the business office	the business office
[	move to left	[the business office	the business office
||	set flush align type	|| proofreading copy	proofreading copy
tr or ∽	transpose	answer correctly	correctly answer
⌐¬	raise	Please ⌐note the¬	Please note the

SYMBOL	WHAT IT MEANS	SAMPLE OF EDITED COPY	END RESULT
	lower	Please note the	Please note the
¶	paragraph	¶Please let me	Please let me
	no paragraph	now. Please let me	now. Please let me
	spell correctly	apreciate sp	appreciate
	spell out in full do not abbreviate	the 4th person I haven't	the fourth person I have not
―	underline italics	Word Processing	Word Processing
] [	center on page	]YOU[	YOU
ds	double space	ds Now is the time for all good men	Now is the time for all good men
ss	single space	Now is the time ss for all good men	Now is the time for all good men
	remove underline	Word Processing	Word Processing
#	insert horizontal space	will#not be here	will not be here
	move as indicated	It may be ... and it is not	It may not be... and it is

ENGLISH/PROOFREADING MODULE

UNIT II

INFORMATION SHEET II-17a

1. Edit the following paragraph by indicating all needed corrections using proofreaders' symbols.

Everytime your write or copy some thing you should check to make sure it doesnt contian any erors Acurate proof reading is a a skill that clearly shows you accept responsibility for the work you do. thus developing this skills is Good Way

to help establush youremployers confidnece in your ability.

2. Edit the following letter by indicating all needed corrections using proofreaders' symbols.

Current Date

Mr. John g. Armstrong
Employment Supervisor
Armstrong & Armstrong, Inc.
Route 18 box 222
Alma, WV 26320

Daer Mr armstrong:

As a busines taecher at a vocational center, I am very interested in employment qualificatoins for highschool graduates Also I am interested in recieving application forms of businesses and firms with in the state of W. Va.

If you could sent me an application form to use as a reference and keep in my files, I would grately appreciate it. Also, I would like to no some of the basic criteria you use in hiring potentail employees, such as the following: What typing speed is acceptable? is shorthand required? Do you have positions for word processors What is included on your employment tests? Thank your very much for you time, Mr. Armstrong. I will be looking forward to hearing from you in the near future.

Sincerely

Linda Scott
Business Teacher

ENGLISH/PROOFREADING MODULE

Unit II

TEST II-17

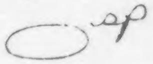
A. MATCHING - Put the letter that correctly describes the proofreader symbol in the blank space.

_____ 1.]

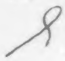
_____ 2. stet

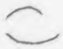
_____ 3. ≡

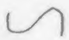
_____ 4. #

_____ 5. 

_____ 6. ^

_____ 7. 

_____ 8. 

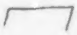
_____ 9. 

_____ 10. [

_____ 11.

_____ 12. ⊙

_____ 13. //

_____ 14. 

_____ 15. ¶

a. insert comma

b. delete

c. set flush, align type

d. lower case letters

e. transpose

f. capital letters

g. leave as is, let it stand

h. insert period

i. move to right

j. paragraph

k. raise

l. space

m. close up

n. spell out correctly

o. insert

p. italics, underline

q. move to left

r. insert apostrope

B. EDITING - Edit the following letter by indicating all needed corrections using proofreaders' symbols.

Current Date

Mrs. Susan armstrong
28 3rd Street
Alma, WV 26320

Dear mrs Armstrong

Thank your for you recent order. We were very plaesed to recieve it.

Your order is being processed now and will be ready for ship ment by the end of the week. We hope you will be delighted withyour merchandize. If you are interest in applying for one of our credit cards please complete andreturn the enclosed applicatoin form

Yours Very Truly,

Blaze A. bryce

ref

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 18

TASK: Typing business letters from edited copy

MATERIALS NEEDED:

1. Information Sheet II-18
2. Typewriter
3. Typing paper
4. Correction materials

LEARNING ACTIVITIES:

1. Obtain the information Sheet II-18 from your instructor and complete all three problems as directed.

2. After completing the problems, be sure to proofread your work carefully.

3. When you have proofread all your letters, staple them together and turn them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to type three business letters from edited copy with at least 90% accuracy.

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ENGLISH/PROOFREADING MODULE

INFORMATION SHEET II-18

Problem 1: Type the following letter using block style and mixed punctuation. Be sure to correct all errors.

Current Date

Mr. Jason Bryce
2829 Strongarm Street
Weirton, WV 26062

Dear Mr bryce:

As you r quested in your letter of October 22, I am inclosing a copy of are currant catalog and price list. If their is any aitional informatoin that you may need, please do not hesitate to ask. We want continue doing business with you because we value your patronage, Mr. Bryce.

We our looking forward to a long and profitable business relationship with you.

Sincerely,

ARMSTRONG & ARMSTRONG, INC.

John B. Armstrong
Customer Relations

ds ref
Enclosures

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Problem 2: Type the following letter using modified block style with block paragraphs and open punctuation. Be sure to correct all errors.

Current Date

M & M Supply Company
31 Moon Avenue
Baton Rouge, LA

Gentlemen:

This is just a friendly reminder to let you know that we have not recieved a payment on your account, which was do the first of last month.

We are inclosing a copy of your statement of account so that you can check your records against our's. If we are at fault, please let us no as soon as possible so that we can make the necessery ajustments in are books.

If our statement is correct, please send us a check to bring your account up-to-date or tell us when we may expect a payment.

Sincerely,

Michael S. Hyatt
Credit Manager

ref

Enclosure

Problem 3: Type the following letter in modified block style with indented paragraphs.

Current Date

Mr. Michael J. Fisher
2931 Tracy Blvd.
New York, NY

Dear Mr. Fisher:

I am enclosing a draft of a letter I plan to sen~~t~~d to all high school principles in the state of West Virginia. With the letter I plan to mail a copy of are latest catalog of suppl~~ys~~ies.

Plaese read the draft carefully and mark any changes you feel maybe necessary. I plan to mail this letter at the end of the month. There fore, I would appreciate hearing from you as soon as posible.

Thank you for your help. I will be anxously awaiting your reply.

Sincerly,

Michael A. Virtue
Sales Manager

ref

Enclosure

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 19

TASK: Typing reports from edited copy

MATERIALS NEEDED:

1. Edited reports
2. Typewriter
3. Typing paper
4. Correction materials

LEARNING ACTIVITIES:

1. Obtain the edited reports from your instructor and complete them as instructed. If you have any questions, please ask your instructor for assistance.

2. Be sure to proofread all your work carefully after completing each of the reports.

3. After proofreading your reports, staple them together and turn them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to type reports from edited copy with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 20

TASK: Proofreading and editing business letters

MATERIALS NEEDED:

1. Newspapers
2. English Style Skill Builders on Proofreading, Third Edition
3. Drills 1-11
4. Answer key for drills 1-5
5. Post test on proofreading
6. Pen or pencil
7. Typing paper
8. Correction materials
9. Typewriter

LEARNING ACTIVITIES:

1. Obtain some old newspapers and read through several articles. As you read the articles, try to find errors. Cut out at least 2 articles that have errors. Show these articles to the rest of the class.

2. Read pp. 1-2 on proofreading in English Style Skill Builders on Proofreading and complete all 11 drills as directed.

3. As you finish each of the first five drills, obtain the answer key from your instructor and check your work. If you have any questions, ask your instructor for assistance.

4. As you complete the rest of the drills, turn them in to your instructor for grading. Be sure to check all your work carefully before turning it in to your instructor.

5. After you have completed all 11 drills, obtain the post test on proofreading from your instructor. After you have completed the post test, recheck all your work and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to proofread and edit business correspondence with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 21

TASK: Performing proofreading exercises

MATERIALS NEEDED:

1. Proofreading Student Handbook
2. Cassette tape for Proofreading
3. Transcription equipment
4. Typewriter
5. Notebook paper
6. Typing paper
7. Correction materials
8. Teacher's Guide or Key

LEARNING ACTIVITIES:

1. Obtain the Proofreading Student Handbook from your teacher. Be sure to read the handbook carefully and pay specific attention to the proofreading pointers located right before the practice problems.

2. Follow the directions in this handbook. However, DO NOT write in this handbook; write your answers on a sheet of notebook paper.

3. When needed, ask your instructor for the teacher's guide or key and the cassette tape. The handbook will tell you when these materials are needed.

4. Be sure to label exercises 11-16 and turn them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to proofread copy and note any spelling, typographical, punctuation, grammar, and style errors with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

JOB SHEET 22

TASK: Proofreading and editing copy

MATERIALS NEEDED:

1. Test II-22
2. Typewriter
3. Typing paper
4. Correction materials
5. Pen or pencil

LEARNING ACTIVITIES:

1. You are now ready to take the final test on the proofreading module. This test will cover the following information:
   (a) proofreaders' symbols
   (b) editing copy
   (c) typing from edited copy
   (d) finding and correcting errors in copy
   (e) proofreading copy for 100% accuracy
2. You may review any information you wish before taking the test.
3. When you have reviewed and studied sufficiently, obtain Test II-22 from your instructor.
4. After you have completed the test and rechecked it carefully, turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to pass a test on proofreaders' symbols, editing copy, typing from edited copy, finding and correcting errors on copy, and proofreading copy with at least 90% accuracy.

ENGLISH/PROOFREADING MODULE

UNIT II

TEST II-22

A. Identify the following proofreaders' symbols:

1. ℘ -	6. ∧ -
2. ∽ -	7. ⁐ -
3. ◯℘ -	8. ≡ -
4. stet -	9. # -
5.] -	10. ⊙ -

B. Edit the following paragraph by making all necessary changes with proofreaders' symbols: (There are ten errors)

Do you realise that you left your blue swaeter at my house last nite. If you need you sweater be fore next month, I will bee happy to mial it toyou. Please let me no your wishs in this matter.

C. Type the following paragraph making all changes that are marked:

We have just laerned that you ~~have~~ moved to Pittsburg, and we wood like two be among the first to wellcome you too are city. We would be glad to help you get setteled in Pittsburg. There fore if there is any thing we can do to help, please let us no.

D. The following paragraph has ten errors. Retype the paragraph correcting all errors.

Perhaps it has just excaped you attention that your subscripsion to Today's Secretary has espired with the Febuary isue. If you havent send us your renewel yet, why not do so today.

E. Proofread the following letter and then retype it and correct all errors. (The letter has ten errors.)

Current Date

Mrs. Barbara Riggs
236 Moke Avenue
Middlebourne, WV 26149

Dear Mrs. Riggs:

Its a pleasure to wellcome you to our list of credit customers and we hope that you will have many opportunitys to use the services that we offer are credit customers.

Your credit card is inclosed. This card will make shoping in our store easy and convient.

Thank you, Mrs. Riggs, for the confidence you have demonstrated in our store by opening an account with us.

Sincerly

John A. Graham
Credit Manager

ref

TYPING MODULE

UNIT III

Upon completion of the job sheets in this module, you will be able to:

(Typing Pretest)

1. Type horizontal and vertical centering problems
2. Type business letters with carbon copies using different letter styles
3. Type business letters with subject lines, attention lines, and special notations
4. Type from rough drafts
5. Type an unbound manuscript and a top-bound manuscript with enumerations, quotations, and footnotes
6. Type a left-bound manuscript with footnotes, a title page, a table of contents, and a bibliography page
7. Type tabulation problems with columnar headings, sub-headings, footnotes, and ruled headings
8. Type columnar tabulations in a business letter
9. Type purchase orders, invoices, bills of lading, and statement of accounts
10. Type telegraphic messages, interoffice memorandums, and interoffice envelopes
11. Type a banquet program from arranged copy
12. Type a banquet program from arranged copy on mimeograph stencils and run the stencils off on the mimeograph machine
13. Type a program from unarranged copy on typing paper
14. Type a program from unarranged copy on mimeograph stencils and run the stencils off on the mimeograph machine
15. Take a typing post test

This pretest should be taken before beginning the typing module

TYPING PRETEST

Directions: Select the alternative (a, b, or c) that best completes each statement. Circle the letter of the answer that best fits the question.

(1). The size of standard typing paper is
 a. 8 inches wide by 10 inches long.
 b. 8 inches wide by 11 1/2 inches long.
 c. 8 1/2 inches wide by 11 inches long.

(2). In a horizontal inch there are
 a. 10 pica spaces and 12 elite spaces.
 b. 12 pica spaces and 10 elite spaces.
 c. 15 pica spaces and 18 elite spaces.

(3). On a standard typewriter in a vertical inch there are
 a. 6 typewriter lines.
 b. 10 typewriter lines.
 c. 102 typewriter lines.

(4). On a standard size sheet of typing paper there are
 a. 66 typewriter lines.
 b. 85 typewriter lines.
 c. 102 typewriter lines.

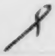
(5). When typing on the 8 1/2-inch length of paper, there are
 a. 33 vertical line spaces available.
 b. 51 vertical line spaces available.
 c. 66 vertical line spaces available.

(6). Across a sheet of standard typing paper there are
 a. 85 pica and 102 elite spaces.
 b. 85 elite and 102 pica spaces.
 c. 85 pica and 96 elite spaces.

(7). On a sheet of paper that is 5 inches wide there are
 a. 60 pica spaces and 50 elite spaces.
 b. 50 pica spaces and 60 elite spaces.
 c. 60 pica spaces and 42 elite spaces.

(8). In order to leave four blank line spaces, space down
 a. three times.
 b. four times.
 c. five times.

(9). If ten double-spaced lines of copy are to be centered vertically on a half sheet of typing paper, begin typing on line
 a. 6.
 b. 7.
 c. 8.

(10). The proofreader's mark  means
 a. delete.
 b. insert.
 c. reposition.

(11). The proofreader's term stet means
a. reposition.
b. leave as is.
c. transpose.

(12). The proofreader's mark ∧ means
a. leave as is.
b. capitalize.
c. insert.

(13). In a block style memorandum or letter
a. all lines begin at the left margin.
b. the first line of each paragraph is indented.
c. selected lines are indented.

(14). In a letter typed in modified block style,
a. all lines begin at the left margin.
b. only the date line begins at the center point.
c. both the date and the closing lines begin at center point or five spaces to right of center.

(15). The salutation of a business letter should be preceded and followed by
a. one blank line.
b. two blank lines.
c. three blank lines.

(16). Between the complimentary close and the sender's typewritten name in a business letter, leave
a. two blank lines.
b. three blank lines.
c. four blank lines.

(17). When erasing an error on a carbon copy, prevent marks on the carbon copies following it by placing a protective card
a. in front of the carbon paper.
b. behind the sheet of carbon paper.
c. behind the carbon pack.

(18). When used in the closing lines of a business letter, a company name is typed in
a. all capital letters a double space below the complimentary close.
b. initial capital and lowercase letters 3 blank lines below the complimentary close.
c. all lowercase letters 4 blank lines blank lines below the complimentary close.

(19). If an enclosure notation is used in a business letter, it appears
a. a single line space below the typist's reference initials.
b. a double line space below the typist's reference initials.
c. a triple line space below the typist's reference initials.

(20). In typing the recipient's address on a No. 10 (large) envelope, you should space down from the top edge so the name is typed on line
a. 8.
b. 14.
c. 22.

(21). On a No. 10 (large) envelope, the recipient's address is typed
a. two inches from the left edge.
b. three inches from the left edge.
c. four inches from the left edge.

(22). If an attention line is used in a business letter, it is typed
a. a single line space below the inside address.
b. a double line space below the inside address.
c. a triple line space below the inside address.

(23). In a business letter, any mailing notation such as Special Delivery is positioned
a. a double line space below the date line.
b. a double line space below the inside address.
c. half way between the date and the inside address.

(24). In a business letter a subject line may be typed
a. at the left margin or may be centered a double space after the salutation.
b. at the right margin or may be centered a double space after the salutation.
c. at the left margin or at the right margin a double space after the salutation.

(25). When typed in block style, the second-page heading of a business letter should begin about
a. one half inch from the top of the page.
b. one inch from the top of the page.
c. two inches from the top of the page.

(26). Which example shows the correct form of a second page horizontal heading of a business letter?
a. Mr. John A. Smith, page 2, January 1, 1972
b. Mr. John A. Smith   2   January 1, 1972
c. Mr. John A. Smith   January 1, 1972   Page 2

(27). A postscript to a letter is typed
a. between the typed signature and the reference initials.
b. between the reference initials and any other closing lines, such as carbon copy or enclosure notations.
c. a double line space below the last closing line on the page.

(28.) The subject line of an AMS Simplified Letter is preceded and followed by a
a. single space.
b. double space.
c. triple space.

(29). In an AMS Simplified Letter the following are omitted:
a. date and salutation.
b. salutation and subject line.
c. salutation and complimentary closing.

(30). In an AMS Simplified Letter, between the body of the letter and the typewritten name of the sender there should be
   a. two blank line spaces.
   b. three blank line spaces.
   c. four blank line spaces.

(31). A blind carbon copy notation appears on
   a. the original only.
   b. the original and carbon copies.
   c. the carbon copies only.

(32). Salutations, enclosure notations, and reference initials are always
   a. followed by a semi-colon.
   b. found in every business letter.
   c. placed at the left margin.

(33). An unbound manuscript has a top margin of
   a. two inches on the first page and one inch on all other pages.
   b. one inch on all pages.
   c. two inches on all pages.

(34). The side margins for an unbound or a top-bound manuscript are
   a. both one inch.
   b. one and a half inches on the left and one inch on the right.
   c. one and a half inches on both sides.

(35). A manuscript to be bound at the left should have a left margin of
   a. one inch.
   b. one and a half inches.
   c. two inches.

(36). In a top-bound manuscript page numbers are
   a. centered at the bottom of each page.
   b. typed in the upper right corner of each page.
   c. typed at the bottom of the first page and in the upper right corner of all other pages.

(37). Footnotes are typed with
   a. single spacing.
   b. double spacing.
   c. triple spacing.

(38). Between footnotes, leave a
   a. single space.
   b. double space.
   c. triple space.

(39). Between a footnote dividing line and the first footnote, leave a
   a. single space.
   b. double space.
   c. triple space.

(40). A bibliographical entry is usually typed with
   a. the first line indented and succeeding lines at the left margin.
   b. the first line at the left margin and succeeding lines indented.
   c. all lines at the left margin.

(41). On a manuscript title page, the title is positioned about
a. 1 1/2 inches down from the top edge.
b. 2 1/2 inches down from the top edge.
c. in the exact center of the page.

(42). Assuming that the centering point is 50, in order to leave 12 blank spaces between columns in the following table, the left margin would be set on
a. 20.
b. 23.
c. 26.

Iowa	Delaware	Colorado
Illinois	New Jersey	Wyoming
Michigan	Virginia	South Dakota

(43). In the table in the problem above, if 12 spaces are left between columns and the centering point is 42, the left margin would be set on
a. 15.
b. 23.
c. 17.

(44). When a table is included in a letter or a memo, it is
a. typed at the left margin.
b. typed at the right margin.
c. centered horizontally.

(45.) A secondary heading in a table is typed
a. a single line space below the main heading.
b. a double line space below the main heading.
c. a triple line space below the main heading.

(46.) When horizontal lines are used to set off the parts of a table, the main heading and columnar headings are separated by a
a. single typed rule (horizontal line).
b. double typed rule (horizontal line).
c. triple typed rule (horizontal line).

(47.) Above and below a table in a letter or a memo, you should space down a
a. single line space.
b. double line space.
c. triple line space.

(48.) An invoice is a
a. receipt for goods shipped.
b. form showing that goods have been returned.
c. bill for goods purchased.

(49.) A credit memorandum is issued when
a. shipment is made to a customer.
b. goods are returned by a customer.
c. goods that have been shipped are paid for.

(50.) A statement is a
a. summary of billings, credits, and payments.
b. memorandum about an overdue account.
c. kind of receipt accompanying a shipment.

TYPING MODULE

UNIT III

Job Sheet 1

TASK: Typing horizontal and vertical centering problems

MATERIALS NEEDED:

1. Information Sheet III-1
2. Test III-1
3. Typing paper-2 sheets 8 1/2" x 11", 2 sheets 8 1/2" x 5 1/2", 2 sheets 5 1/2" x 8 1/2", 1 sheet 5" x 5", 1 sheet 6" x 6"
4. Typing correction materials
5. Typewriter
6. Timed writings

LEARNING ACTIVITIES:

1. Your instructor will present a review on horizontal and vertical centering principles and basic typewriting operations.

2. After you have completed the review, obtain the typing pretest from your instructor and complete the test as directed. This test will not be graded; it is to let you know what principles you need to practice.

3. Obtain Information Sheet III-1 which contains horizontal and vertical centering practice problems from your instructor.

4. After you have completed the practice problems on Information Sheet III-1, have your instructor check over your problems to be sure you are centering correctly.

5. If your practice problems are correct, obtain Test III-1 from your instructor. Complete the test as directed. Be sure to correct all errors and proofread your work carefully before turning it in to your instructor.

6. Staple your four problems together and turn them in to your instructor for evaluation.

7. Have your instructor time you for three 5-minute timed writings of your choice. Turn your best one in for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to center horizontally and vertically four typing problems with at least 80% accuracy.

TYPING MODULE

UNIT III

INFORMATION SHEET III-1

Practice Problems:

1. Single space the following names on a half sheet of paper (8 1/2" x 5 1/2") and center each name horizontally and the entire problem vertically.

   Alice Asparagus
   Bill Broccoli
   Cathy Cabbage
   Olive Onion
   Larry Lettuce
   Peter Potato
   Susan Squash
   Ruth Radish
   Thomas Turnip

2. Triple space these same names on a full sheet of paper (8 1/2" x 11") and center each name horizontally and the entire problem vertically.

3. Center the following lines vertically and horizontally on a half sheet of paper (5 1/2" x 8 1/2") using four spaces between each line.

   Your Name

   Today's Date

   Electric Typewriter

   Horizontal Centering

   Vertical Centering

4. Center the following lines vertically and horizontally on a sheet of paper (5" x 5") using triple spacing.

   You Are Cordially Invited

   To Become a Member of

   FUTURE BUSINESS LEADERS OF AMERICA

   Don't Pass Up This Terrific Opportunity!

TYPING MODULE

UNIT III

TEST III-1

1. Using triple spacing, center each name in the following list horizontally and center the whole list vertically on a half sheet of paper. (8 1/2" x 5 1/2")

   Stewart Burke
   Eddie Henri
   Estelle Hillroad
   Sue Ellen Harper
   George F. Pearsall
   Gordon Spark
   Gail Water

2. Using 4 spaces between lines, center each name in the following list horizontally and center the whole list vertically on a half sheet of paper. (5 1/2" x 8 1/2")

   Mary M. Melon
   Bradley Banana
   Olivia Orange
   Paul P. Plum
   Allen Apple
   George G. Grape
   Carol C. Cherry
   Nicholas Nectarine
   Lillian Lemon

3. On a full sheet of paper, center the following lines vertically and horizontally. (Six spaces between lines)

   Today's Date
   Your name
   Year of school (senior, junior, etc.)
   Name of your school
   Name of your class
   Name of your instructor
   Your favorite business subject
   Your least favorite business subject

4. On a sheet of paper (6" x 6") center the following lines vertically and horizontally. (Leave four spaces between lines)

   Your name
   Your street address
   Your city, state, and zip code
   City and state you would most like to visit
   City and state you would least like to visit

TYPING MODULE

UNIT III

JOB SHEET 2

TASK: Typing business letters with carbon copies using different letter styles

MATERIALS NEEDED:

1. Basic Typewriting Operations: Principles and Problems
2. Typing paper
3. Copy paper
4. Carbon paper
5. Three large envelopes
6. Two small envelopes
7. Typing correction materials
8. Typewriter

LEARNING ACTIVITIES:

1. Your instructor will present a review lecture on business letters and envelopes. It will be to your benefit to take notes during the lecture.

2. Obtain the text, Basic Typewriting Operations: Principles and Problems and review the information on pp. 43-46 on business letter principles; pp. 51-52 on attention lines, subject lines, carbon copy notations, and postscripts; p. 54 on special notations; and p. 59 on second page headings.

3. After you feel you have studied this information carefully, complete the following problems from the text: Problems 27, 35, 37, 39, and 42 on pp. 63-66. (Make one carbon copy of each letter and one envelope for each letter--use three large and two small envelopes.)

4. Be sure to read the instructions in the book carefully so that you are using the correct letter style and punctuation style on your letters. If you have any questions, please ask your instructor for assistance or refer back to the review pages listed in No. 2.

5. When you have finished all five letters, be sure to proofread your work carefully before turning it in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to type five business letters with carbon copies using different letter styles with at least 80% accuracy.

TYPING MODULE

UNIT III

JOB SHEET 3

TASK: Typing business letters with subject lines, attention lines and special notations

MATERIALS NEEDED:

1. Basic Typewriting Operations: Principles and Problems
2. Typing paper
3. 5 large envelopes or paper cut to 9 1/2" x 3 5/8"
4. Typing correction materials
5. Typewriter

LEARNING ACTIVITIES:

1. You may wish to refer to the review information given in Job Sheet 2 before beginning your problems. Pay special notice to the illustrations on pp. 51, 52, and 54 as this will help you in typing your letters.

2. Complete the following letters in Basic Typewriting Operations: Principles and Problems: Problems 9, 10a, 10b, 11, and 15 on pp. 51-55. (YOU DO NOT HAVE TO MAKE ANY CARBON COPIES OF THESE LETTERS.)

3. Address a large envelope for each of the letters. Be sure to put any special notations on the envelopes if needed.

4. After you have proofread all your letters and envelopes, staple them together and turn them in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to type five business letters with either subject lines, attention lines, or special notations with at least 80% accuracy.

TYPING MODULE

UNIT III

JOB SHEET 4

TASK: Typing from rough drafts

MATERIALS NEEDED:

1. Basic Typewriting Operations: Principles and Problems
2. Information Sheet III-4
3. Typing paper
4. Typing correction materials
5. Typewriter
6. Timed writings

LEARNING ACTIVITIES:

1. Study the proofreader's marks on the top of p. 10 in Basic Typewriting Operations: Principles and Problems. Also, obtain Information Sheet III-4 from your instructor. You may keep this information sheet as a reference for future use.

2. Type Problem 2 on p. 23, Problem 4 on p. 25, and Problem 29 on p. 61 in Basic Typewriting Operations: Principles and Problems. If you have any questions, please ask your instructor for assistance.

3. After you have completed your three problems, be sure to proofread carefully before turning your work in to your instructor for evaluation.

4. Have your instructor time you for three 5-minute timed writings of your choice. Turn your best one in for evaluation.

EVALUATION:

At the completion of this job sheet you will be able to type three problems from rough draft copy with at least 80% accuracy.

TYPING MODULE

UNIT III

INFORMATION SHEET III-4

PROOFREADERS' MARKS:

#	Space	∽	Transpose
∧	Insert	⊙	Period
⁐	Close up	≡	Capitalize
₰	Delete	sp	Spelling or Spell Out
stet	Let stand	#	Paragraph
lc	Lower Case	:/	Colon
[	Move to right	ss	single space
]	Move to left	ds	double space
___	Underline	ts	triple space

THE ABOVE PROOFREADERS' MARKS ARE USED OFTEN IN ROUGH DRAFTS. THEREFORE, IT IS IMPORTANT THAT YOU RECOGNIZE THESE MARKS AND KNOW WHAT THEY MEAN.

TYPING MODULE

UNIT III

JOB SHEET 5

TASK: Typing an unbound manuscript and a top-bound manuscript with enumerations, quotations, and footnotes

MATERIALS NEEDED:

1. Basic Typewriting Operations: Principles and Problems
2. Typing paper
3. Typing correction materials
4. Typewriter

LEARNING ACTIVITIES:

1. Your instructor will present a review lecture on the different styles and features of manuscripts. It will be to your benefit to take notes on this lecture.

2. Read pp. 19-21 in Basic Typewriting Operations: Principles and Problems on manuscripts.

3. After you have read this information carefully, complete the following problems: Problem 1 on p. 22 and problem 14 on p. 35.

4. Be sure to proofread your manuscripts carefully before turning them in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to type an unbound manuscript and a top-bound manuscript with enumerations, quotations, and footnotes with at least 80% accuracy.

TYPING MODULE

UNIT III

Job Sheet 6

TASK: Typing a left-bound manuscript with footnotes, a title page, a table of contents, and a bibliography page

MATERIALS NEEDED:

1. Basic Typewriting Operations: Principles and Problems
2. Typing paper
3. Carbon paper
4. Typing correction materials
5. Typewriter
6. Timed writings

LEARNING ACTIVITIES

1. You may wish to review pp. 19-21 in Basic Typewriting Operations: Principles and Problems on principles of manuscripts.

2. Complete Problem 23 on pp. 39-42.

3. If you have any questions while performing this problem, please ask your instructor for assistance.

4. Be sure to proofread your manuscript carefully before turning it in to your instructor for evaluation.

5. Have your instructor time you for three 5-minute timed writings of your choice. Turn in your best one for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to type a left-bound manuscript with footnotes, a title page, a table of contents, and a bibliography page with at least 80% accuracy.

TYPING MODULE

UNIT III

Job Sheet 7

TASK: Typing tabulation problems with columnar headings, sub-headings, footnotes, and ruled headings

MATERIALS NEEDED:

1. Basic Typewriting Operations: Principles and Problems
2. Typing Paper
3. Typing correction materials
4. Typewriter

LEARNING ACTIVITIES:

1. Your instructor will present a review of tabulation principles. It will be to your benefit to take notes.

2. Read p. 68 and 79 on tabulation principles in Basic Typewriting Operations: Principles and Problems. You may use either the backspace-from-center method or the mathematical method when completing your tabulation problems.

3. Read p. 83 carefully before completing any of the problems with ruled headings.

4. Complete the following tabulation problems in Basic Typewriting Operations: Principles and Problems: Problem 12 on p. 72, problem 18 on p. 74, problem 23 on p. 76, problem 36 on p. 83 and problem 40 on p. 86.

5. Be sure to proofread all your problems carefully before stapling them together and turning them in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to type 5 tabulation problems with columnar headings, sub-headings, and footnotes using the backspace-from-center method with at least 80% accuracy.

TYPING MODULE

UNIT III

Job Sheet 8

TASK: Typing columnar tabulations in a business letter

MATERIALS NEEDED:

1. Basic Typewriting Operations: Principles and Problems
2. Typing paper
3. Typing correction materials
4. Typewriter
5. Timed writings

LEARNING ACTIVITIES:

1. Complete the following problems in Basic Typewriting Operations: Principles and Problems: Problem 45 on p. 87, problem 48 on p. 88, problem 54 on p. 90, and problem 56 on p. 90.

2. Be sure to proofread all four of your letters carefully before stapling them together and turning them in to your instructor for evaluation.

3. Have your instructor time you for three 5-minute timed writings of your choice. Turn your best one in for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to type four business letters that contain columnar tabulations with at least 80% accuracy.

TYPING MODULE

UNIT III

JOB SHEET 9

TASK: Typing purchase orders, invoices, bills of lading, and statement of accounts

MATERIALS NEEDED:

1. Century 21 Typewriting, 2nd Edition - Book 2
2. Purchase order forms
3. Invoice forms
4. Bill of lading forms
5. Statement of account forms
6. Typing correction materials
7. Typewriter

LEARNING ACTIVITIES:

1. Obtain the Century 21 Typewriting, 2nd edition text and read the information about business forms in 216B on p. 341.

2. Look over the illustrations of some of the business forms on pp. 341, 343, and 344.

3. After you have studied this information sufficiently, type the following problems: 216C - Problems 2 and 3 on p. 342; 217C - Problems 2 and 3 on pp. 434; 218C - Problems 2 and 3 on p. 345; 225B - Problems 1 and 3 on p. 355-356; and 243B Problems 1 and 2 on pp. 379-380.

4. Be sure to proofread all ten of your problems carefully before stapling them together and turning them in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to type purchase orders, bills of lading, invoices, and statements of account with at least 80% accuracy.

TYPING MODULE

UNIT III

JOB SHEET 10

TASK: Typing telegraphic messages, interoffice memorandums, and interoffice envelopes

MATERIALS NEEDED:

1. Century 21 Typewriting, 2nd Edition - Book 2
2. Teleflax forms
3. Interoffice memorandum forms
4. Typing paper
5. Envelopes
6. Typing correction materials
7. Typewriter
8. Timed writings

LEARNING ACTIVITIES:

1. Obtain the Century 21, 2nd edition text and read p. 307 on telegraphic messages.

2. After you have read the information on telegraphic messages, type the following problems: 196C - Problem 1 on p. 313; and 198B - Problem 4 on p. 315

3. Read p. 309 on interoffice communications in Century 21 Typewriting, 2nd edition. Be sure to look over the illustration of the interoffice memorandum and the sample envelope used in interoffice communication.

4. After you have read the information on interoffice communications, complete the following problems: 194C - Problems 1 and 2 on p. 310; and 198B - Problem 1 on p. 314.

5. After you have proofread all your work carefully, staple your five problems together and turn them in to your instructor for evaluation.

6. Have your instructor time you for three 5-minute timed writings of your choice. Turn in your best one for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to type telegraphic messages, interoffice memorandums, and interoffice envelopes with at least 80% accuracy.

TYPING MODULE

UNIT III

JOB SHEET 11

TASK: Typing a banquet program from arranged copy

MATERIALS NEEDED:

1. Information Sheet III-11
2. Typing paper
3. Correcting materials
4. Typewriter

LEARNING ACTIVITIES:

1. Your instructor will present a lecture and demonstration on typing programs. It will be a good idea for you to take notes on this material so that you can refer to the information later when you type some programs.

2. Obtain Information Sheet III-11 from your instructor and type the banquet program as illustrated. If you have any questions, be sure to ask your instructor for assistance.

3. After you have typed your program, be sure to proofread it carefully and check to be sure it is centered correctly on the paper.

4. Fold the program so that it is in booklet form and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to type a banquet program that is centered correctly on a sheet of typing paper with at least 90% accuracy.

117

TYPING MODULE

UNIT III

INFORMATION SHEET III-11

THE

FIRST ANNUAL

WORD PROCESSING

BANQUET

BUSINESS HIGH SCHOOL AUDITORIUM

MAY 25, 1980

7:00 P.M.

MENU

TOSSED SALAD

BAKED STEAK

BAKED POTATO

GREEN BEANS

HOT ROLLS/BUTTER

APPLE PIE

ICED TEA   COFFEE

PROGRAM

Welcome . . . . Paul Frederick
Word Processing
Director

Invocation. . . . . Deborah Davis
Word Processing
Student

DINNER

Speaker . . . . Susan Armstrong
Word Processing
Instructor

Awards Presentation . . . . . Paul Frederick
Word Processing
Director

Benediction . . . . Jody Konnovitch
Word Processing
Student

TYPING MODULE

UNIT III

JOB SHEET 12

TASK: Typing a banquet program from arranged copy on a mimeograph and electronic stencil and running the stencils off on the mimeograph machine

MATERIALS NEEDED:

1. Information Sheet III-12
2. Notes from lecture in Job Sheet 11
3. Mimeograph stencils
4. Correction fluid & paper clip
5. Electronic stencil
6. Typewriter
7. Mimeograph paper
8. Mimeograph machine

LEARNING ACTIVITIES:

1. Obtain Information Sheet III-12 from your instructor and type the banquet program as shown on mimeograph stencils.

2. Obtain a mimeograph stencil and some correction fluid from your instructor. Remember to change your ribbon to the stencil position on your typewriter. (Refer to the notes you took during the lecture if you have any questions.)

3. Make an electronic stencil of the cover of the program. If you need help in operating the electronic stencil machine, ask your instructor for assistance.

4. After you have proofread your stencil carefully, run off three copies of the stencil. Now run off your electronic stencil on the back of the three copies. (An electronic stencil is also run off on the mimeograph machine.)

5. Fold the copies so that they are in booklet form and turn all three copies in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to type a program from arranged copy, a mimeograph stencil, and produce three copies of the program so that it is attractively displayed on paper with at least 90% accuracy.

TYPING MODULE

UNIT III

INFORMATION SHEET III-12

FBLA
Spring Banquet

MENU

Tossed Salad

Lasagna

Garlic Bread

Assorted Desserts

Punch/Coffee

PROGRAM

Opening Remarks and . . . . Introductions	Susan Armstrong FBLA Advisor
Comments.	Kenneth P. Fisher Director
"Importance of On-the-Job-Training". . . .	Angie Stuart President, FBLA - AM
"My Experiences in FBLA"	Jan Shepherd President, FBLA - PM
Invocation.	Melissa Wickham

DINNER

Presentation of Awards. . .	Linda Hooley Susan Armstrong
Closing Remarks	Linda Hooley FBLA Advisor

TYPING MODULE

UNIT III

JOB SHEET 13

TASK: Typing a program from unarranged copy on typing paper

MATERIALS NEEDED:

1. Information Sheet III-13
2. Typewriter
3. Typing paper
4. Correcting materials

LEARNING ACTIVITIES:

1. Obtain Information Sheet III-13 from your instructor.

2. Decide the arrangement of the program first so that you will know what should be typed on each page. It is a good idea to make a rough sketch of the program in the proper order on scrap paper. If you have any trouble while doing this, ask your instructor for assistance.

3. Let your instructor see the order of your rough sketch before you begin to type.

4. Type each page of the program. Be sure to center all material on each page so that it is attractively displayed. Also, proofread your work carefully as you type each page. If you have any questions while typing the program, ask your instructor for assistance.

5. Turn your completed program in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to type a program from unarranged copy on typing paper so that it is in the proper sequence and centered attractively on the page with at least 90% accuracy.

TYPING MODULE

UNIT III

INFORMATION SHEET III-13

DESIGN YOUR OWN COVER

COURSE OUTLINE

I. INTRODUCTION TO WORD PROCESSING
  A. DEFINITION OF WORD PROCESSING
  B. JOBS AVAILABLE IN WORD PROCESSING
  C. NECESSARY SKILLS INVOLVED IN WORD PROCESSING
  D. WORD PROCESSING VOCABULARY

II. TYPING
  A. HORIZONTAL AND VERTICAL CENTERING
  B. BUSINESS LETTERS AND ENVELOPES
  C. ROUGH DRAFTS
  D. MANUSCRIPTS
  E. TABULATION
  F. PROGRAMS

III. WORD PROCESSING EQUIPMENT
  A. INTRODUCTION TO WORD PROCESSING EQUIPMENT
  B. TEXT PROCESSING
  C. PRINTING
  D. FILES MANAGEMENT
  E. MERGING DOCUMENTS
  F. CARE OF EQUIPMENT AND DISKETTES

IV. OFFICE MACHINES
  A. PRINTING CALCULATOR
  B. DUPLICATING MACHINES
  C. MACHINE TRANSCRIPTION

V. OFFICE PROCEDURES
  A. TELEPHONE TECHNIQUES
  B. HUMAN RELATIONS
  C. FILING
  D. DECISION MAKING / PRIORITIES

PREPARE FOR THE FUTURE!

ENROLL IN AN
ADULT PRERARATORY
WORD PROCESSING PROGRAM

Offered by the
BUSINESS EDUCATION
DEPARTMENT
of your
HIGH SCHOOL
or
VOCATIONAL CENTER

THE

BUSINESS EDUCATION DEPARTMENT

PRESENTS A

WORD PROCESSING

ADULT PREPARATORY

PROGRAM

FOR

FURTHER INFORMATION

CALL YOUR

LOCAL HIGH SCHOOL

OR

VOCATIONAL CENTER

REQUIREMENTS

1. Must be at least 18 years old or a high school graduate
2. Should have some typing backgrou

TYPING MODULE

UNIT III

JOB SHEET 14

TASK: Typing a program from unarranged copy on mimeograph stencils and running the stencils off on the mimeograph machine

MATERIALS NEEDED:

1. Information Sheet III-14
2. Mimeograph stencils
3. Correction fluid and paper clip
4. Typewriter
5. Mimeograph paper
6. Mimeograph machine

LEARNING ACTIVITIES:

1. Obtain Information Sheet III-14 from your instructor and read through the entire program carefully.

2. Decide the arrangement of the program first so that you will know how to type each stencil. If you have any trouble while doing this, ask your instructor for assistance.

3. Make a rough sketch of the page arrangement of the program and let your instructor see the rough sketch before you begin to type.

4. Type each stencil of the program. Be sure to arrange all material on each stencil so that it is attractively displayed. Also, proofread each stencil you type before taking it out of the typewriter in case you have to make any corrections.

5. If you have any questions while typing the stencils, ask your instructor for assistance.

6. After you have typed all of the stencils and have proofread them carefully, run off three copies of each stencil.

7. Put the copies in the appropriate order, fold them in booklet form, staple the booklet together, and turn all three copies in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to type a program from unarranged copy on mimeograph stencils and produce three copies of the program in proper sequence so that it is attractively displayed on each page with at least 90% accuracy.

TYPING MODULE

UNIT III

INFORMATION SHEET III-14

DESIGN
COVER

REGISTRATION FORM

NAME ______________________________

HOME ADDRESS ______________________

CITY ____________ STATE ______ ZIP ______

SEMINAR: INFORMATION PROCESSING

PLACE: PRT CENTER
ST. MARYS, WV

DATE: 9-20-80

BE SURE TO
MAIL YOUR REGISTRATION
FORM BEFORE AUGUST 1, 1980.

THIS SEMINAR WILL BE LIMITED TO 100 PEOPLE. THE FIRST 100 REGISTRATION FORMS RECEIVED WILL BE ELIGIBLE FOR THE SEMINAR.

MAIL ALL REGISTRATION FORMS TO:

SUSAN ARMSTRONG
PRT VO-TECH CENTER
ROUTE 2
ST. MARYS, WV 26170

WORD PROCESSING
AND
DATA PROCESSING
ARE MERGING!

WE WOULD LIKE TO
INTRODUCE YOU TO:

INFORMATION
PROCESSING

PROCESSING INFORMATION

1. MANUALLY
2. MECHANICALLY
3. AUTOMATICALLY
4. ELECTRONICALLY

ANNOUNCEMENT

THERE WILL BE AN EXCELLENT FOLLOW-UP SEMINAR ON INFORMATION PROCESSING TO BE HELD ON SEPTEMBER 20, 1980. THE SEMINAR WILL BE HELD AT THE PRT VOCATIONAL-TECHNICAL CENTER IN ST. MARYS, WEST VIRGINIA.

IF YOU ARE INTERESTED, PLEASE COMPLETE THE REGISTRATION FORM AND MAIL IT TO THE PRT CENTER BY AUGUST 1, 1980.

DINNER

TOMATO JUICE

TOSSED SALAD

ROAST BEEF

MASHED POTATOES / GRAVY

GREEN BEANS

HOT ROLLS / BUTTER

CHERRY PIE

ICED TEA COFFEE

INFORMATION PROCESSING CYCLE

1. INPUT
2. OUTPUT
3. REVISION
4. DISTRIBUTION
5. STORAGE

LUNCH

FRUIT CUP

CLUB SANDWICH

POTATO SALAD

LIME SHERBERT

ICED TEA COFFEE

PROGRAM

WELCOME ----- DR. DEBORAH DAVIS
CHAIRMAN, BUSINESS DEPARTMENT
DAVIS COLLEGE

FILM: "WHAT IS INFORMATION PROCESSING?"

TRENDS IN EQUIPMENT --- MR. JIM ANKROM
PROGRAM MGR.

DEMONSTRATION OF
EQUIPMENT

LUNCH

FILM: "A VIEW OF THE OFFICE"

TOUR OF INSTALLED INFORMATION
PROCESSING CENTER

DINNER

TYPING MODULE

UNIT III

JOB SHEET 15

TASK: Taking a typing post test

MATERIALS NEEDED:

1. Post Test III-15
2. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain the post test III-15 from your instructor and complete the test as directed.

2. If you have any questions while taking this test, ask your instructor for assistance.

3. After completing the test, recheck your answers carefully and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to pass a post test on the basic principles of typing with at least 80% accuracy.

OFFICE MACHINES MODULE

UNIT IV-A - PRINTING CALCULATOR

UNIT IV-B - REPROGRAPHICS

UNIT IV-C - MACHINE TRANSCRIPTION

Upon completion of the job sheets in this module, you will be able to:

1. Add and subtract on a printing calculator
2. Multiply, divide, and repeat addition on a printing calculator
3. Add, subtract, multiply, and divide fractions on a printing calculator
4. Multiply and divide using a constant on a printing calculator
5. Accumulate totals into memory and do square and power calculations on a printing calculator
6. Compute discounts, markups, and percentage of markups on a printing calculator
7. Compute commissions, percent of sales, and percent of increase on a printing calculator
8. Prorate expenses and "force" computations to balance on a printing calculator
9. Compute payroll on a printing calculator
10. Perform basic calculations on a printing calculator
11. Answer questions on the stencil duplicating process
12. Type on a stencil
13. Operate the mimeograph machine
14. Draw lines on a stencil by using the mimeoscope
15. Operate the electronic stencil maker
16. Answer questions on the spirit/fluid duplicating process
17. Type on a spirit master
18. Operate the spirit duplicator
19. Operate a copying machine
20. Operate the collator and the paper folder
21. Answer questions on the offset duplicating process
22. Select the least costly method of producing the most suitable copies
23. Answer questions on the basic principles of machine transcription
24. Spell commonly misspelled words in business
25. Mark dictation into thought units and proofread a letter
26. List three types of reference books and three career paths for a transcriber
27. Operate transcribing equipment
28. Transcribe material on transcribing equipment
29. Dictate material for transcription

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 1

TASK: Adding and subtracting on a printing calculator

MATERIALS NEEDED:

1. Printing calculator manual
2. Printing calculator
3. Problem Sheet 1 for the printing calculator
4. Pen or pencil

LEARNING ACTIVITIES:

1. Look over the pages in the printing calculator manual that describes the machine and explains all of its features.

2. Also, read the pages in the manual that explain how to add and subtract on the printing calculator.

3. Get Problem Sheet 1 from the files and complete all the problems. Write your answers directly on the problem sheet. If you have any questions, please ask your instructor for assistance.

4. When you have completed all the problems, staple your machine tape to your problem sheet and turn it in to your instructor for grading.

   NOTE: Read in the manual about correcting numbers that have been entered wrong. This information will be helpful to you in case you enter a wrong number when performing your calculations.

EVALUATION:

At the completion of this job sheet, you will be able to perform addition and subtraction on a printing calculator with at least 90% accuracy.

NAME: ______________________ DATE: ______________________

OFFICE MACHINES MODULE

UNIT IV-A

Problem Sheet 1

(1)	(2)	(3)	(4)	(5)
66.60	45.60	66.04	74.60	85.60
44.40	40.56	60.55	47.60	46.80
55.50	54.60	56.66	46.70	68.50
64.40	50.46	65.40	57.50	45.68
46.60	44.50	54.65	75.40	85.80
56.50	56.40	46.44	60.57	58.60
65.40	45.04	45.06	57.06	68.40

(6)	(7)	(8)	(9)	(10)
60.69	14.75	50.67	32.30	80.74
96.06	54.41	52.56	10.23	143.47
58.96	11.69	47.52	21.03	3898.79
47.69	41.58	25.56	32.01	8163.68
69.47	14.74	85.25	10.23	9278.85
98.78	64.14	58.52	14.30	93.46
74.69	41.14	74.25	21.30	22.15

(11)	(12)	(13)	(14)	(15)
37.36	58.43	521.23	75.85	825.05
-19.21	-9.70	-261.80	-19.05	-75.25

(16)	(17)	(18)	(19)
423.14	649.25	263.48	86.49
-274.86	-121.67	-783.12	-91.57

(20)	(21)	(22)	(23)	(24)
393.91-	408.50	265.41	529.27	265.97-
860.40	764.71	163.42-	2.32-	472.56
26.93-	621.68-	378.53	192.48-	71.48-
30.55	829.41	983.01	59.87	.65-
7.38-	32.46-	479.46-	79.14-	7.08
969.27	2.64-	33.29	314.36-	20.96
14.87-	13.21-	68.05-	769.64	48.74-

(25)	Month	Department A	Department B	Totals
	January	4,757.58	2,309.76	
	February	2,886.75	1,876.48	
	March	3,310.15	2,529.35	
	April	1,489.01	1,941.47	
	May	2,542.83	3,134.41	
	June	989.69	4,008.13	
	Totals	________	________	________

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 2

TASK: Multiplying, dividing, and repeat adding on a printing calculator

MATERIALS NEEDED:

1. Printing Calculator
2. Printing calculator manual
3. Problem Sheet 2 for the printing calculator
4. Pen or pencil

LEARNING ACTIVITIES:

1. Read the pages in the machine manual on multiplication and division. Also, review the pages on repeat addition.

2. Obtain Problem Sheet 2 from the files and work all problems. Write your answers directly on the problem sheet.

3. When you have completed all the problems, staple your machine tape to your problem sheet and turn it in to your instructor for grading.

4. If you have any questions while doing your problem sheet, please ask your instructor for assistance.

EVALUATION:

At the completion of this job sheet, you will be able to perform multiplication, division, and repeat addition calculations on a printing calculator with at least 90% accuracy.

NAME: ______________________________ DATE: ____________________

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 2

(1) 146 x 32 = __________

(2) 905.36 x 27.413 = __________

(3) 254.76 x 678.329 = __________

(4) 17.851 x 66.482 = __________

(5) 3227 x 282 = __________

(6) 84.794 x 13.782 = __________

(7) 314 x 247 = __________

(8) 76.075 x 10.396 = __________

(9) 325 x 867 = __________

(10) 82.214 x 28.54 = __________

(11) 259.358 ÷ 54.65 = __________

(12) 9634 ÷ 294 = __________

(13) 761.537 ÷ 130.248 = __________

(14) 841 ÷ 23 = __________

(15) 687.952 ÷ 13.40 = __________

(16) 578 ÷ 34 = __________

(17) 1567.54 ÷ 243.89 = __________

(18) 2905 ÷ 134 = __________

(19) 767.113 ÷ 9.712 = __________

(20) 5936 ÷ 1247 = __________

(21)
142.71
142.71
142.71
142.71
694.38
694.38
694.38

(22)
176.52
176.52
176.52
428.03
428.03
428.03
428.03

(23)
195.29
195.29
195.29
195.29
436.78
436.78
436.78

(24)
587.59
-61.23

(25)
404.12
-358.69

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 3

TASK: Adding, subtracting, multiplying, and dividing fractions on a printing calculator

MATERIALS NEEDED:

1. Printing calculator
2. Problem Sheet 3 for the printing calculator
3. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Problem Sheet 3 from the files and complete all problems. Record all your answers directly on the problem sheet.

2. Use the table of decimal equivalents at the bottom of this sheet to help you in computing the problems.

3. Be sure to ask for help if you have any trouble completing any of the problems.

4. Staple your machine tape to your problem sheet and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to perform addition, subtraction, multiplication, and division of fractions with at least 90% accuracy on a printing calculator.

Decimal Equivalents

1/2	.5	3/8	.375	3/16	.1875
1/3	.3333	5/8	.625	5/16	.3125
2/3	.6667	7/8	.875	7/16	.4375
1/4	.25	1/12	.0833	9/16	.5625
3/4	.75	5/12	.4167	11/16	.6875
1/6	.1667	7/12	.5833	13/16	.8125
5/6	.8333	11/12	.9167	15/16	.9375
1/8	.125	1/16	.0625		

NAME: ______________________ DATE: ______________________

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 3

(1) 364 1/4
794 1/2
568 1/4
103 1/8
682 3/4

(2) 567 3/8
498 1/4
386 5/8
567 1/2
143 3/8

(3) 148 1/16
155 3/16
278 1/4
269 1/8
106 1/16

(4) 406 5/16
159 1/8
578 3/8
339 3/16
252 5/16

(5) 569 1/8
641 3/8
253 5/8
371 1/2
482 5/6

(6) 618 1/2
-314 1/4

(7) 875 7/16
-420 1/12

(8) 679 2/3
-364 1/6

(9) 719 11/16
-187 1/2

(10) 819 7/12
-643 1/4

(11) 289 1/8 x 387 = ________

(12) 349 1/6 x 84 = ________

(13) 1384 1/4 x 417 1/8 = ________

(14) 3407 1/3 x 98 2/3 = ________

(15) 5472 1/16 x 172 1/6 = ________

(16) 483 3/8 ÷ 18 = ________

(17) 347 1/4 ÷ 47 = ________

(18) 5719 5/6 ÷ 165 1/4 = ________

(19) 3284 1/2 ÷ 156 7/8 = ________

(20) 8210 7/12 ÷ 345 1/6 = ________

(21) 481 1/4
278 1/2
348 7/8
378 1/6

(22) 28 1/8
9 5/6
20 3/4
217 11/12

(23) 392 7/12
-145 11/12

(24) 186 5/8
- 25 3/4

(25) 6378 3/4 ÷ 210 5/8 = ________

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 4

TASK: Multiplying and dividing using a constant on a printing calculator

MATERIALS NEEDED:

1. Printing Calculator
2. Printing calculator manual
3. Problem Sheet 4 for the printing calculator
4. Pen or pencil

LEARNING ACTIVITIES:

1. Study the pages in the machine manual on how to use the constant key on the printing calculator.

2. Obtain problem sheet 4 from the files and complete all problems as indicated. Record your answers directly on the problem sheet.

3. Round all your answers off to two decimal places.

4. You may check all your answers by placing a check mark beside each number recorded correctly on your tape.

5. Staple your machine tape to your problem sheet and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to perform multiplication and division calculations using a constant on a printing calculator with at least 90% accuracy.

NAME: ______________________________ DATE: ____________________

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 4

(1) 253 x 2.52 = __________

(2) 167 x 2.52 = __________

(3) 581 x 2.52 = __________

(4) 59 x 2.52 = __________

(5) 3[illegible]6 x 3.17 = __________

(6) 238 x 3.17 = __________

(7) 279 x 3.17 = __________

(8) 4.68 x 346 = __________

(9) 4.68 x 415 = __________

(10) 4.68 x 281 = __________

(11) 436 ÷ 27 = __________

(12) 125 ÷ 27 = __________

(13) 798 ÷ 27 = __________

(14) 1207 ÷ 1.58 = __________

(15) 695.2 ÷ 1.58 = __________

(16) 376.4 ÷ 1.58 = __________

(17) 218.5 ÷ 1.58 = __________

(18) 385 ÷ 9.73 = __________

(19) 621 ÷ 9.73 = __________

(20) 479 ÷ 9.73 = __________

(21 535 x 21.54 __________

(22) 620 x 21.54 __________

(23) 271 x 21.54 __________

(24) 521.03 - 46.78 __________

(25) 976.342 - 15.80 __________

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 5

TASK: Accumulating totals into memory and doing square and power calculations on a printing calculator

MATERIALS NEEDED:

1. Printing calculator
2. Printing calculator manual
3. Problem Sheet 5 for the printing calculator
4. Pen or pencil

LEARNING ACTIVITIES:

1. Read the pages in the manual on accumulating totals into memory and square and power calculations. If you have any questions, please ask your instructor for assistance.

2. Obtain problem sheet 5 from the files and complete all problems as indicated. Round your answers on the problem sheet to four places.

3. After you have completed all the problems and checked them carefully, staple your machine tape to your problem sheet and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to accumulate totals into memory and perform square and power calculations on a printing calculator with at least 90% accuracy.

NAME: ____________________ DATE: ____________

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 5

(1) 321 x 406 = ________
287 x 159 = ________
147 x 210 = ________

Total ________

(2) 719 x 42 = ________
467 x 36 = ________
235 x 21 = ________

Total ________

(3) 167 x 246 = ________
367 x 729 = ________
123 x 245 = ________

Total ________

(4) 263 x 24 = ________
274 x 45 = ________
568 x 73 = ________

Total ________

(5) 214 x 3.26 = ________
571 x 8.92 = ________
309 x 2.14 = ________

Total ________

(6) 126.3 ÷ 457 = ________
890 ÷ 24 = ________
267 ÷ 56 = ________

Total ________

(7) 719.56 ÷ 27.5 = ________
237.14 ÷ 56.89 = ________
67.14 ÷ 29.3 = ________

Total ________

(8) 16321 ÷ 457 = ________
8964 ÷ 352 = ________
76082 ÷ 1345 = ________

Total ________

(9) 327 ÷ 2.64 = ________
1258 ÷ 4.5 = ________
978 ÷ 2.7 = ________

Total ________

(10) 689 ÷ 6.7 = ________
1345 ÷ 2.9 = ________
974 ÷ 5.4 = ________

Total ________

(11) 1.32^2 = ________

(12) 1.76^3 = ________

(13) 1.46^4 = ________

(14) 97.2^2 = ________

(15) 5.6^5 = ________

(16) 1.32^3 = ________

(17) 106.362^2 = ________

(18) 36.24^5 = ________

(19) 67.406^3 = ________

(20) 51.45^4 = ________

(21) 973.2 ÷ .27 = ______

97.6 ÷ .5 = ______

Total ______

(22) 329.56 x 147.08 = ______

27.35 x 2.9 = ______

Total ______

(23) 454.6 x 29.8 = ______

325.6 x 97.3 = ______

Total ______

(24) 6.542^2 = ______

(25) 4.29^3 = ______

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 6

TASK: Computing discounts, markups, and percentage of markups on a printing calculator

MATERIALS NEEDED:

1. Printing calculator
2. Printing calculator manual
3. Problem Sheet 6 for the printing calculator
4. Pen or pencil

LEARNING ACTIVITIES:

1. Read the pages in the manual on percentage calculations. If you have any questions, ask your instructor for assistance.

2. Obtain problem sheet 6 from the files and complete all problems. (Set your decimal selector lever on 3.)

3. To compute discounts, you subtract the regular price by pushing the multiplication key (x), then subtract the percent of discount by pushing the percent key (%), and finally hit the minus key (-) to find the net amount.
   Example: 15% discount of 495.02
   495.02 (x) 15% (%) equals (=) discount and then hit the minus (-) to get the net amount. (_________)

4. To compute markups you follow the same procedure in No. 3 except you hit the plus (+) instead of the minus (-) key.

5. To find the percent of markup, first find the difference between the cost and selling price. Then divide the difference by the cost to get the percent of markup. Remember in changing a decimal to a percent just move the decimal two places to the right and add a percent sign.

6. To find the total sales amount, multiply the selling price by the quantity sold.

7. After you have completed all the problems and checked them carefully, staple your machine tape to your problem sheet and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to compute discounts and markups and figure the percentage of markup on a printing calculator with at least 90% accuracy.

NAME: ______________________________ DATE: ____________________

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM Sheet 6

Directions: Find the discount and the net amount of the following problems.

				Discount	Net Amount
(1)	459.10	less	15%	____________	____________
(2)	1735.46	less	20%	____________	____________
(3)	947.35	less	10%	____________	____________
(4)	495.15	less	15%	____________	____________
(5)	284.28	less	25%	____________	____________
[illegible]	950.85	less	10%	____________	____________
(7)	430.40	less	2%	____________	____________
(8)	741.80	less	24%	____________	____________
(9)	3178.94	less	14%	____________	____________
(10)	849.35	less	12%	____________	____________

	Cost of Article	Percent of Markup	Markup Price
(11)	45.70	25%	____________
(12)	125.58	12.5%	____________
(13)	95.50	30%	____________
(14)	1575.25	50%	____________
(15)	147.23	25%	____________

	Article	Quantity	Cost	Selling Price	Percent Of Markup	Total Sales
(16)	Tape Recorder	5	123.98	146.99		
(17)	AM/FM Radio	10	42.50	65.50		
(18)	AM Radio	15	27.75	48.75		
(19)	Rabbit Coat	8	369.25	629.40		
(20)	Platform Rocker	12	135.55	189.90		
(21)	Cocktail Table	55	259.69	355.38		
(22)	Five-Drawer Chest	79	198.99	249.50		
(23)	5 Speed Mixer	37	79.59	175.45		
(24)	10 Speed Mixer	34	27.39	38.99		
(25)	Can Opener	43	18.75	22.89		

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 7

TASK: Computing commissions, percent of sales, and percent of increase on a printing calculator

MATERIALS NEEDED:

1. Printing calculator
2. Problem sheet 7 for the printing calculator
3. Pen or pencil

PROCEDURES:

1. Obtain problem sheet 7 from the files and complete all problems. Record all answers directly on the problem sheet.

2. To compute commissions, multiply amount of sales by the percent of commission. You must move the decimal two places to the left when multiplying percent of commission.

3. To compute percent of sales, divide total salaries by total sales. Then, divide rent by total sales.

4. To compute percent of increase, divide amount of increase by last year's sales. Be sure to move the decimal two places to the right when recording your answer.

5. After completing all of your problems and checking them thoroughly, staple your machine tape to your problem sheet and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to compute commissions, percent of sales, and percent of increase on a printing calculator with at least 90% accuracy.

NAME: ____________________ DATE: ____________________

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 7

Directions: Find the commission earned on the following problems.

	Amount of Sales	Percent of Commission	Commission
(1)	1,245.90	4%	
(2)	2,367.05	5%	
(3)	5,375.15	5½%	
(4)	8,279.95	10½%	
(5)	6,143.85	2¼%	
(6)	988.88	3½%	
(7)	9,247.20	4¼%	
(8)	7,125.10	5½%	
(9)	2,689.50	6½%	
(10)	3,245.50	8¼%	

	Total Sales	Total Salaries	Percent of Sales	Rent	Percent of Sales
(11)	213,085	14,978		5115	
(12)	137,246	12,553		1525	
(13)	185,261	13,691		1726	
(14)	201,439	14,395		1489	
(15)	143,591	7,279		1275	
(16)	253,846	19,342		7263	
(17)	392,165	23,275		6836	
(18)	135,487	10,279		1060	
(19)	333,145	20,595		3535	
(20)	265,198	18,559		2475	

	Sales			
	This Year	Last Year	Amount of Increase	Percent of Increase
(21)	10,540	8,990		
(22)	23,964	18,439		
(23)	19,125	16,728		
(24)	29,480	22,675		
(25)	18,940	16,470		

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 8

TASK: Prorating expenses and "forcing" computations to balance on a printing calculator

MATERIALS NEEDED:

1. Printing calculator
2. Problem Sheet 8 for the printing calculator
3. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain problem sheet 8 from the files and complete all problems as indicated. You may record all answers directly on the problem sheet.

2. To calculate prorated expenses, (1) Set your decimal selector on 6 and divide total prorated overhead expense by Total sales; (2) You will use this answer to multiply all department sales by; (3) The easiest way to do this will be by multiplication with a constant.

3. Enter your answer from step (1) and hit the x key twice. Then, enter your first department sales figure and hit the plus equals key (+=). This will be your prorated overhead expense of Department A. Next, hit the sales figure for Department B and the (+=) key to get prorated overhead expense for Department B. Continue doing all remaining problems in the same manner.

4. If you have any questions, please be sure to ask your instructor for assistance.

5. Check all your answers by placing a checkmark beside each number recorded correctly on your tape.

6. After completing all problems and checking them thoroughly, staple your machine tape to your problem sheet and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to prorate expenses and "force" computations to balance on a printing caclulator with at least 90% accuracy.

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 8

Directions: Prorate overhead expense of $57,942 to the four departments on the basis of their sales.

Department	Sales	Prorated Overhead Expense
Furniture	84,570	(1)
Appliances	56,536	(2)
Clothing	20,221	(3)
Shoes	17,279	(4)
Total		(5)

Directions: Prorate rent expense of $50,000 to the four departments on the basis of area occupied by each.

Department	Square Feet Occupied	Prorated Rent Expense
Furniture	2525	(6)
Appliances	1600	(7)
Clothing	1025	(8)
Shoes	675	(9)
Total		(10)

Directions: Prorate advertising expense of $75,000 to the four departments on the basis of their sales.

Department	Sales	Prorated Advertising Expense
Furniture	62,579	(11)
Appliances	45,231	(12)
Clothing	35,404	(13)
Shoes	26,786	(14)
Total		(15)

Balance Calculations:

(16)	(17)	(18)	(19)	(20)
657	457	7474	543	634
-321	-420	- 389	-2892	520
79	96	62	435	-709
-798	-234	- 475	726	- 65
654	733	50	84	898
-354	- 48	-1355	- 465	57
659	63	829	- 53	-360
- 92	-198	-4321	- 14	-549

Pos. ______________________________

Neg. ______________________________

Bal. ______________________________

(21)	(22)	(23)	(24)	(25)
35	89,578	57,602	28	2525
14	- 2,603	23,429	-107	- 376
61	- 2,543	- 5,706	325	243
18	6,978	- 5,400	- 87	- 189
-53	2,544	20,500	276	55
41	- 3,421	- 988	-348	217
16	- 982	245	872	- 525
-99	661	- 6275	-255	873

Pos. ______________________________

Neg. ______________________________

Bal. ______________________________

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 9

TASK: Computing payroll on a printing calculator

MATERIALS NEEDED:

1. Printing calculator
2. Printing calculator manual
3. Problem Sheet 9 for the printing calculator
4. Pen or pencil

LEARNING ACTIVITIES:

1. Study the pages in the manual on the payroll statement.

2. Obtain problem sheet 9 from the files and complete all the payroll problems. The following rules exist for this company's payroll.
   a. All employees punch in at 8:00 a.m., or earlier, take a half hour for lunch, and punch out at 4:30 p.m. or later.
   b. Employees punching in more than 15 minutes late lose a half-hour's pay.
   c. A few minutes before or after the designated time is ignored.
   d. Employees working more than 8 hours a day are paid time-and-a-half for overtime. Carry overtime pay to three decimal places.

3. After you have completed all the problems and checked them carefully, staple your machine tape to your problem sheet and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to compute payrolls on a printing calculator with at least 90% accuracy.

OFFICE MACHINES MODULE

UNIT IV-A

PROBLEM SHEET 9

Hourly Rate = $3.10

			Amount	Deductions	
Reg. Hrs.		(1)		Tax	23.10
O.T. Hrs.		(2)		FICA	8.53
Gross Pay		(3)		Ins.	1.25
Less:				Health	.35
Deductions		(4)		Other	5.00
				Total	
Net Pay		(5)			

	IN	OUT	IN	OUT	REG.	O.T.
Mon.	8:03	12:00	12:32	4:31		
Tues.	8:05	12:03	12:30	6:30		
Wed.	8:08	12:01	12:35	4:33		
Thurs.	8:00	12:00	12:30	4:30		
Fri.	7:58	12:06	12:32	7:00		
Total Hours						

Hourly Rate = $3.60

			Amount	Deductions	
Reg. Hrs.		(6)		Tax	32.15
O.T. Hrs.		(7)		FICA	9.57
Gross Pay		(8)		Ins.	.56
Less:				Health	.74
Deductions		(9)		Other	2.00
				Total	
Net Pay		(10)			

	IN	OUT	IN	OUT	REG.	O.T.
Mon.	8:20	12:03	12:30	4:29		
Tues.	7:56	12:01	12:35	7:30		
Wed.	7:53	12:02	12:39	4:30		
Thurs.	8:00	12:00	12:30	4:30		
Fri.	7:59	12:04	12:36	6:30		
Total Hours						

Hourly Rate = $4.20

			Amount	Deductions	
Reg. Hrs.		(11)		Tax	42.25
O.T. Hrs.		(12)		FICA	9.67
Gross Pay		(13)		Ins.	.25
Less:				Health	.55
Deductions		(14)		Other	1.00
				Total	
Net Pay		(15)			

	IN	OUT	IN	OUT	REG.	O.T.
Mon.	9:03	12:00	12:32	4:31		
Tues.	8:05	12:03	12:30	4:30		
Wed.	8:00	12:05	12:36	4:32		
Thurs.	8:02	12:00	12:31	4:33		
Fri.	7:55	12:06	12:32	4:30		
Total Hours						

Hourly Rate = $4.55

			Amount	Deductions	
Reg. Hrs.		(16)		Tax	47.15
O.T. Hrs.		(17)		FICA	10.57
Gross Pay		(18)		Ins.	1.55
Less:				Health	1.75
Deductions		(19)		Other	3.00
				Total	
Net Pay		(20)			

	IN	OUT	IN	OUT	REG.	O.T.
Mon.	8:39	12:03	12:30	4:29		
Tues.	7:59	12:01	12:35	8:30		
Wed.	7:56	12:02	12:39	4:35		
Thurs.	8:00	12:00	12:30	4:33		
Fri.	7:55	12:04	12:36	5:30		
Total Hours						

Reg. Hours	O.T. Hours	Reg. Rate	O.T. Rate	Reg. Pay	O.T. Pay	Gross Pay
40	0	4.50				(21)
39	3	3.55				(22)
38	5	4.00				(23)
40	2	6.50				(24)
38	3	3.10				(25)

OFFICE MACHINES MODULE

UNIT IV-A

JOB SHEET 10

TASK: Performing basic calculations on a printing calculator

MATERIALS NEEDED:

1. Printing calculator manual
2. Printing calculator
3. Tests IIIA- 10 on the printing calculator
4. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain the test from your instructor and complete all the problems as directed. You may use the manual for reference while taking the test.

2. After you have completed all the problems on this test and have checked them carefully, turn it in to your instructor for grading.

3. If you have any questions while taking the test, be sure to ask your instructor for assistance.

EVALUATION:

At the completion of this job sheet, you will be able to pass a test on the various operations of the printing calculator with at least 80% accuracy.

OFFICE MACHINES MODULE

UNIT IV-A

TEST IV-A-10

(1)	(2)	(3)	(4)	(5)
89.27	327.95	120.63	83.80	9341.72
30.65	362.32	357.21-	156.67-	-3506.88
18.90	27.18	738.15	82.55	
32.12	452.59	369.44	3.36	
40.91	217.08	2.40-	68.21-	(6) 546.79
69.23	89.86	65.67-	48.35	- 47.08
57.96	354.37	119.22-	.75	
39.04	2.19	28.29	36.89-	

(7) 2987 x 18 = ____________

(8) 854 x 21 = ____________

(9) 14.03 x 7.81 = ____________

(10) 86 1/2 x 12 1/4 = ____________

(11) 57 3/4 x 34 1/8 = ____________

(12) 13.27 x 15 3/4 = ____________

(13) 521 ÷ 38 = ____________

(14) 43.12 ÷ 6.25 = ____________

(15) 278.97 ÷ .376 = ____________

(16) 89 3/4 ÷ 4 1/2 = ____________

(17) 129.4 ÷ 3 4/6 = ____________

(18) 25 1/4 ÷ 36 1/8 = ____________

	Discount	Net Amount
(19) 575.25 less 6% =		
(20) 4259.50 less 12% =		

Prorate rent expense of $50,000 on the basis of area occupied.

Department	Square Feet Occupied	Prorated Rent Expense
Furniture	2,305	(21)
Appliances	1,500	(22)
Clothing	1,267	(23)
Shoes	855	(24)
Total		(25)

Find the commission:

(26) 5346.21 x 5% = __________ (27) 4235.68 x 4 1/2% = __________

Find the markup price:

Cost of Item	Percent of Markup	Markup Price
215.25	25%	(28)__________
97.50	15 1/2%	(29)__________
1276.05	5 3/4%	(30)__________

Find the percent of markup:

Item	Cost	Selling Price	Percent of Markup
Quilt	15.25	36.98	(31)__________
Table	137.00	249.50	(32)__________
Lamp	12.50	29.90	(33)__________

Compute the payroll:

Reg Hours	O.T. Hours	Hourly Rate	Reg Pay	O.T. Pay	Gross Pay
40	0	3.50	______	______	(34)__________
39	3	5.00	______	______	(35)__________
40	6	8.50	______	______	(36)__________

Find the totals:

(37) 516 x 6.45 = __________

(38) 23 x 6.45 = __________

(39) 417 x 6.45 = __________

(40) 246 x 3.25 = __________

(41) 35 x 3.25 = __________

(42) 2368 x 3.25 = __________

Total (43) __________

(44) 3.23 ÷ 25 = __________

(45) 15.08 ÷ 25 = __________

(46) 3.55 ÷ 25 = __________

(47) 12.00 ÷ .6 = __________

(48) 564.00 ÷ .6 = __________

(49) 1389.00 ÷ .6 = __________

Total (50) __________

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 1

TASK: Answering questions on the stencil duplicating process

MATERIALS NEEDED:

1. Duplicating Machine Processes
2. Additional reference materials if needed:
   - (a) Office Procedures, pp. 308-310
   - (b) Clerical Office Procedures, Sixth Edition, pp. 482-492
   - (c) Secretarial Office Procedures, Ninth Edition, pp. 369-375
   - (d) How to Use Business Machines, Third Edition, pp. 124-125
   - (e) General Office Procedures, Fourth Edition, pp. 303-313
3. Test IV-B-1
4. Pen or pencil

LEARNING ACTIVITIES:

1. Read the Introduction and Features on Stencil Duplicating on pp. 1-2 in the text, Duplicating Machine Processes.

2. Study carefully the diagrams on pp. 4-5. Be sure you know the major parts of a stencil and some of its features.

3. Read very carefully pp. 3-7 on Typing a Stencil.

4. If the text, Duplicating Machine Processes is not available in your classroom or if you would like to read additional material on the stencil duplicating process, select some of the reference books listed under Materials Needed and read the information on the indicated pages.

5. After you feel you have studied sufficiently and understand the process of stencil duplicating, obtain a test of five questions from your instructor.

6. Complete the test as directed and turn your answers in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to complete a test containing five questions on the stencil duplicating process with at least 80% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

TEST IV-B-1

1. Name at least three features of the stencil duplicating process.

   (1)

   (2)

   (3)

2. Name the three main parts of a stencil assembly.

   (1)

   (2)

   (3)

3. A stencil is prepared by pusing aside the wax coating on the fibrous stencil sheet with a typewriter. This is called ______________________________ or _____________ ___ ______________.

4. To avoid damaging the stencil, what should you never do when a stencil is in the typewriter?

5. What are two things you should do before typing on a stencil?

   (1)

   (2)

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 2

TASK: Typing on a stencil

MATERIALS NEEDED:

1. Duplicating Machine Processes
2. Typewriter
3. Type cleaner
4. Stencils
5. Cushion sheets
6. Correction fluid
7. Burnisher or paper clip

LEARNING ACTIVITIES:

1. Obtain some stencils and cushion sheets from your instructor. Your instructor will explain the correct procedures for typing on stencils.

2. Read the instructions under Assemble the Stencil on p. 4 and Prepare the Typewriter on p. 6 in Duplicating Machine Processes.

3. You are now ready to type a stencil. It would be a good idea to read pp. 13-15 carefully before beginning to type your stencils. Ask your instructor if there is anything that needs to be typed on a stencil. (The school office or some teachers may need some information typed.)

4. Type the stencils your instructor gives you by following the procedures on pp. 7-8 in Duplicating Machine Processes or the information listed in any of the other reference materials.

5. When you make your first mistake, your instructor will demonstrate the proper techniques for correcting errors. When you make your next mistake, have your instructor watch you to be sure you are correcting properly. Continue making all other corrections in the same manner.

6. Proofread your work carefully before removing it from the typewriter and then turn your stencils in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to type stencils and make any necessary corrections on them with at least 80% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 3

TASK: Operating the mimeograph machine

MATERIALS NEEDED:

1. Duplicating Machine Processes
2. Stencils you typed for Job Sheet 2
3. Mimeograph machine
4. Mimeograph Machine Manual
5. Mimeograph paper
6. Mimeograph file folders
7. Mimeograph ink pad cover
8. Jogger

LEARNING ACTIVITIES:

1. Obtain the stencils you typed for Job Sheet 2.

2. Read carefully pp. 9-10 in Duplicating Machine Processes on operating the mimeograph duplicator or any of the other reference materials listed on Job Sheet 1.

3. Your instructor will demonstrate the operation of the mimeograph machine. Your instructor will also demonstrate how to make vertical and horizontal alignments. Watch closely and please feel free to ask any questions. Be sure to refer to the Mimeograph Machine Manual whenever necessary.

4. All stencils should be stored in a mimeograph file folder so that one can be used again if needed. Place it in the folder with the ink side up; this allows for easier positioning of the stencil since it is wet. Be sure to attach a copy of the stencil to the front of the file folder so that the folder is labeled properly.

5. File the stencil in the appropriate file cabinet. (Have your instructor show you.)

6. Continue running off the remainder of your stencils in the same manner. However, it would be a good idea to run a test copy first in case you need to make any adjustments. Once you have obtained a test copy that meets with your approval, show the test copy to your instructor before running the desired number of copies.

7. Place all copies of each stencil in the jogger. Turn the switch on and let the papers jog until they are in a neat stack.

8. Place a new ink pad cover on the machine, run ten sheets of blank paper through the machine, and make sure that the cylinder is centered in the proper position when finished. (Running the blank paper through the machine helps seal the ink pad cover to the ink pad.)

9. Be sure to clean your work area and discard any scraps of paper which are not needed.

10. Staple one copy of each stencil you run off together and turn them in to your instructor for grading. Be sure to label your work.

EVALUATION:

At the completion of this job sheet, you will be able to run off good, clear copies of your typed stencils on the mimeograph machine with at least 90% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

Job Sheet 4

TASK: Drawing lines on a stencil by using the mimeoscope

MATERIALS NEEDED:

1. Duplicating Machine Processes
2. Mimeoscope Instruction Sheet
3. Mimeoscope
4. Stencil
5. Stylus
6. Business Forms

LEARNING ACTIVITIES:

1. Read carefully pp. 29-32 in Duplicating Machine Processes.
2. Ask your instructor for the instruction sheet explaining the use of the mimeoscope. Study this until you feel that you understand the proper procedure.
3. Obtain a stencil, stylus, and a business form to prepare on the mimeoscope. The form will require lines to be drawn on the stencil. Pictures and artwork can also be done on stencils using the mimeoscope. (See pages 33-42).
4. If you have any questions while drawing on the mimeoscope, please ask your instructor for assistance. Make sure the lines are cut completely through the stencil so that you will have clear copies.
5. Run the stencil off, but let your instructor check your test copy before you run off the desired number of copies.
6. Store the stencil for further use and clean your work area.
7. Turn in one copy of each stencil you run off for evaluation. Be sure to label all your work.

EVALUATION:

At the completion of this job sheet, you will be able to cut a stencil using the mimeoscope and run off good clear copies of the stencil on the mimeograph machine with at least 90% accuracy.

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OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 5

TASK: Operating the electronic stencil maker

MATERIALS NEEDED:

1. *Secretarial Office Procedures*, Ninth Edition, p. 378
2. Electronic Stencil Machine Manual
3. Electronic Stencil maker
4. Electronic Stencils
5. Business Forms or Diagrams
6. Mimeograph Machine

LEARNING ACTIVITIES:

1. Obtain the electronic stencil machine manual and read through it carefully. Also, you may read p. 378 in *Secretarial Office Procedures* for additional information.

2. Ask your instructor for some forms or diagrams that can be reproduced on the electronic stencil maker.

3. Following the instructions in the manual, make some electronic stencils. Your instructor will demonstrate by making the first electronic stencil. Be sure to ask her about any questions you may have.

4. When the electronic stencils are ready, run off the desired number of copies. This type of stencil is placed on the mimeograph machine like a regular mimeograph stencil except you have to peel off the backing sheet.

5. Place the stencil in a folder and file it so it can be used again.

6. Jog your papers in the jogger and turn one copy in to your instructor for evaluation. Be sure to label all of your work.

EVALUATION:

At the completion of this job sheet, you will be able to prepare electronic stencils and run off good, clear copies on the mimeograph machine with at least 90% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 6

TASK: Answering questions on the spirit/fluid duplicating process

MATERIALS NEEDED:

1. Duplicating Machine Processes
2. Reference Materials
   a. Office Procedures, pp. 304-306
   b. Clerical Office Procedures, Sixth Edition, pp. 473-479
   c. Secretarial Office Procedures, pp. 375-378
   d. How to Use Business Machines, Third Edition, pp. 120-123
   e. General Office Procedures, Fourth Edition, pp. 294-301
3. Test IV-B-1
4. Pen or pencil

LEARNING ACTIVITIES;

1. Read the Introduction and Features for Fluid Duplicating on pp. 59-60 in Duplicating Machine Processes.

2. Study the three parts of a fluid master (spirit master) on p. 61.

3. Read very carefully Typing a Fluid Master on pp. 61-64.

4. If the text, Duplicating Machine Processes is not available in your classroom or if you would like to read additional material on the fluid duplicating process, select some of the reference books listed under Materials Needed and read the information on the indicated pages.

5. After you feel you have studied sufficiently and understand the process of fluid duplicating, obtain Test IV-B-6 containing a list of five questions from your instructor.

6. Complete the test as directed, and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to complete a test containing five questions on the spirit/fluid duplicating process with at least 80% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

TEST IV-B-6

1. Name at least three features of the fluid duplicating process.

   (1)

   (2)

   (3)

2. Name the three parts of a fluid master assembly.

   (1)

   (2)

   (3)

3. List three other names for the fluid processing and explain the reason for each of these names.

   (1)

   (2)

   (3)

4. Slightly less than ______ inch top and bottom margins are necessary to attach the master to the duplicating machine and to allow for vertical positioning.

5. What should you do before inserting the master assembly in the typewriter, and how should the master assembly be inserted in the typewriter?

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 7

TASK: Typing on a spirit master

MATERIALS NEEDED:

1. Duplicating Machine Processes
2. Typewriter
3. Type cleaner
4. Spirit Masters
5. Razor Blades

LEARNING ACTIVITIES:

1. Obtain some spirit masters from your instructor.

2. Read the instructions under Prepare the Typewriter, Prepare the Master Assembly, and Prepare the Master on pp. 62-63 in Duplicating Machine Processes. (Do not type your name on the spirit master.) If you have any questions, please ask your instructor for assistance.

3. You are now ready to type a spirit master. Ask your instructor if there is anything that needs to be typed on a spirit master.

4. Be sure to read carefully pp. 69-71 on correcting errors before beginning to type your spirit masters. Have your instructor demonstrate one of the following methods of correcting errors on a spirit master.
    - (a) Razor blade
    - (b) Correction blade
    - (c) Fiberglass eraser
    - (d) Needle or straight pin
    - (e) Tape

5. Type the spirit masters following the procedures in the book. (You may also use any of the reference books listed in Job Sheet 6 if you wish.)

6. When you make a mistake, roll the platen back a few spaces so the error is exposed enough to make a correction. Choose one of the methods for correcting errors listed in Learning Activity 4.

7. Proofread your work carefully before removing it from the typewriter and then turn it in to your instructor for evaluation. (Be sure to put the cushion sheet back in place to prevent smudges.)

EVALUATION:

At the completion of this job sheet, you will be able to type spirit masters and make any necessary corrections on them with at least 80% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 8

TASK: Operating the spirit duplicator

MATERIALS NEEDED:

1. Duplicating Machine Processes
2. Spirit masters you typed for Job Sheet 7
3. Spirit Duplicator
4. Spirit Duplicator Manual
5. Duplicating Paper

LEARNING ACTIVITIES:

1. Obtain the spirit masters you typed for Job Sheet 7.

2. Read carefully pp. 65-66 in Duplicating Machine Processes on Operating the Duplicator or any of the other reference materials listed on Job Sheet 6.

3. Ask your instructor to demonstrate the operation of the spirit duplicator machine. Your instructor will also demonstrate how to make vertical and horizontal alignments. Watch closely and please feel free to ask any questions.

4. A spirit master can be thrown away after the desired number of copies have been run off unless someone requests that it be saved.

5. Continue running off the remainder of your spirit masters. However, it would be a good idea to run a test copy first in case you need to make any adjustments. Once you have obtained a test copy that meets with your approval, show the test copy to your instructor before running the desired number of copies.

6. Jog all copies in the jogger and place them in a neat stack.

7. Be sure that the fluid bottle is in an upright position when you have finished running off your spirit masters and clean your work area.

8. Staple one copy of each spirit master you run off together and turn them in to your instructor for evaluation. Be sure to label all your work.

EVALUATION:

At the completion of this job sheet, you will be able to run off good, clear copies of typed spirit masters with at least 90% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 9

TASK: Operating a copying machine

MATERIALS NEEDED:

1. Duplicating Machine Processes
2. Additional reference materials if needed:
   (a) Office Procedures, pp.299-302
   (b) Secretarial Office Procedures, Ninth Edition, pp. 358-360
   (c) Clerical Office Procedures, Sixth Edition, pp. 454-458
   (d) General Office Procedures, Fourth Edition, pp. 323-325
5. Typewriter
6. Typing paper
7. Copying machine

LEARNING ACTIVITIES:

1. Read pp. 125-126 in Duplicating Machine Processes on copiers. All of the above listed books also explain photcopying. You may read and study the one which best explains this process for you.

2. Ask your instructor to demonstrate the proper procedures of operating the photostatic copier. If you have any questions during the demonstration, please ask your instructor. (Be sure you know what kind of copier you are using.)

3. Ask your instructor for a project to type. After you have finished typing this project, make two copies of each page on a photostatic copier and turn one copy of each page in to your instructor for grading.

4. Select a partner from your class and design an advertising program cover for word processing. Your instructor will give you some materials to use when designing your cover. If you wish, you can paste or tape on pictures. Read pp. 127-132 in Duplicating Machine Processes; this information will be helpful in designing your cover.

5. After you have designed your cover, make three copies on the copying machine. One copy will be for you, one for your partner, and one for your instructor to grade.

EVALUATION:

At the completion of this job sheet, you will be able to make good, clear copies using a copying machine with at least 95% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 10

TASK: Operating the collator and the paper folder

MATERIALS NEEDED:

1. Office Procedures, pp. 317-320
2. Secretarial Office Procedures, Ninth Edition, pp. 361-363
3. Clerical Office Procedures, Sixth Edition, pp. 458-459
4. Collator
5. Collator Manual
6. Eight stacks of approximately 10 sheets of paper
7. Any additional materials that may need collated
8. Paper folder

LEARNING ACTIVITIES:

1. Read pp. 317-320 in Office Procedures on collating and folding paper. You may also refer to any of the other references listed under Materials Needed.

2. Obtain the manual on the collator and read it very carefully. After you feel you have read the manual thoroughly, prepare your eight stacks of blank paper and tell your instructor you are ready to operate the collator.

3. Have your instructor demonstrate to you how to operate the collator properly. Be sure to ask any questions you may have during the demonstration.

4. Insert your eight stacks of paper and collate approximately four sets of paper.

5. Now take two stacks of the remaining papers out of the collator. Be sure to turn these two rollers off.

6. Collate the remaining six stacks of paper.

7. Ask your instructor if there is any additional work that needs to be collated. If so, collate and staple the work together. Turn one copy in to your instructor for grading.

8. If there is not work to be collated at the present time, your instructor will have you collate work as soon as some is available.

9. Obtain the manual on the paper folder and read it very carefully. After you feel you have read the manual thoroughly, have your instructor demonstrate the proper procedures in operating the paper folder.

10. Using the paper from the stacks of blank paper that you collated in Learning Activitities 4 and 6, operate the paper folder as follows:

    (a) Fold three sheets of paper in a single fold.
    (b) Fold three sheets of paper in an accordion fold.
    (c) Fold three sheets of paper in a french fold.
    (d) Fold three sheets of paper in a parallel fold.

11. Staple one copy of each of the above folds together and turn them in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to operate the collator correctly by collating several stacks of paper with at least 95% accuracy. Also, you will be able to operate the paper folder by doing single, accordion, french, and parallel folds.

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 11

TASK: Answering questions on the offset duplicating process

MATERIALS NEEDED:

1. Duplicating Machine Processes, pp. 97-121
2. Additional reference materials if needed:
   (a) Secretarial Office Procedures, Ninth Edition, pp. 365-369
   (b) Clerical Office Procedures, Sixth Edition, pp. 464-470
   (c) Office Procedures, pp. 313-315
   (d) General Office Procedures, Fourth Edition, pp. 315-323
   (e) How to Use Business Machines, Third Edition, pp. 126-127
5. Test IV-B-11
6. Pen or pencil

LEARNING ACTIVITIES:

1. Read the information on offset duplicating on pp. 97-102 in Duplicating Machine Processes. Pay particular attention to the features and applications on p. 98.

2. Make sure you understand how to prepare the typewriter for typing on direct image masters and how to make corrections on direct image masters (pp. 101-102).

3. If the text, Duplicating Machine Processes is not available in your classroom or if you would like to read additional material on the offset duplicating process, select some of the reference books listed under Materials Needed and read the information on the indicated pages.

4. After you feel you have studied sufficiently and understand the process of offset duplicating, obtain Test IV-B-11 from your instructor containing a list of five questions from your instructor.

5. Complete the quiz as directed, and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to complete a test containing five questions on the offset duplicating processes with at least 80% accuracy.

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OFFICE MACHINES MODULE

UNIT IV-B

TEST IV-B-11

1. Name at least three features of the offset duplicator.

   (1)

   (2)

   (3)

2. Name at least three applications of the offset duplicator.

   (1)

   (2)

   (3)

3. What kind of ribbon must be used when typing masters for the offset duplicator?

4. What type of eraser do you use to correct an error on a master? Explain the correct procedures for making corrections on offset masters.

5. What should you do to protect the image of the master if you need to reinsert it into the typewriter?

OFFICE MACHINES MODULE

UNIT IV-B

JOB SHEET 12

TASK: Selecting the least costly method of producing the most suitable copies

MATERIALS NEEDED:

1. Office Procedures, pp. 295-299
2. Secretarial Office Procedures, Ninth Edition, pp. 378-379
3. Clerical Office Procedures, Sixth Edition, pp. 492-493
4. Duplicating Machine Processes
5. Information Sheet IV-B-12
6. Paper
7. Pen or pencil

LEARNING ACTIVITIES:

1. Many offices will have a variety of duplicating and copying machines that are used to reproduce different types of jobs. Many times you will have to decide which duplicating process to use. Therefore, review the features of the various duplicating machines you have covered in this module. You may use any of the above mentioned reference books.

2. Make a chart of the four main duplicating processes you covered in this module. This would include the following processes:

   (a) Mimeograph (stencils) Duplicating
   (b) Fluid (spirit masters) Duplicating
   (c) Offset Duplicating
   (d) Copying Machines

3. Include the following information in your chart on each process:

   (a) Number of copies that could be reproduced
   (b) Quality of the copies
   (c) Cost of the copies
   (d) Advantages of each process
   (e) Disadvantages of each process

4. All of the information to be included in your chart can be found in any of the reference books listed under materials needed. However, an excellent source for the advantages and disadvantages can be found in Office Procedures, pp. 296-302.

5. Be prepared to discuss and explain your chart to the class. Also, participate in a class discussion on the other charts that were made by your classmates. If necessary, make any revisions to your chart so that you can use it for future use.

6. Obtain Information Sheet IV-B-11 from your instructor and complete it as directed. There are five case situations on the information sheet, and you must select the least costly method of producing the most suitable copies. After you have made your selection, be sure to write an explanation to show how you reached your decision.

7. After you have completed all five case situations and explained why you made each selection, turn your work in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to select the least costly method of producing the most suitable copies with at least 90% accuracy.

OFFICE MACHINES MODULE

UNIT IV-B

INFORMATION SHEET IV-B-12

Directions: For each of the five case situations below, select the least costly method of producing the most suitable copies. (You may use the chart you prepared in Job Sheet 12.) After you've made your selection, be sure to write an explanation to show how you reached your decision.

1. Your supervisor wants you to reproduce 4,000 copies of an advertisement to be sent to prospective customers.

2. Three copies of a letter of recommendation about a job applicant to be sent to the three supervisors in the word processing department.

3. Forty copies of an interoffice memorandum to be sent to all employees in the word processing department.

4. Two hundred copies of a report to be sent to a select list of customers.

5. Fifty copies of a newsletter to be sent to all suppliers who attended the convention last year.

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 1

TASK: Answering questions on the basic principles of machine transcription

MATERIALS NEEDED:

1. Machine Transcription and Dictation
2. Paper
3. Pen or pencil
4. Self-check answer key
5. Test IV C-1

LEARNING ACTIVITIES:

1. Attend a lecture on machine transcription by your instructor. It would be a good idea to take notes for future use.

2. Read pp. 1-34 in Machine Transcription and Dictation carefully. This reading material will review the information presented in the lecture.

3. After you have read the above information, answer the self-check questions on p. 18 and p. 33. Also, complete practice exercise 2 on p. 34. When you have answered all the questions, obtain the answer key and check your answers. Be prepared to participate in a class discussion on the self-check questions and practice exercises.

4. Obtain Test IV-C-1 on the basic principles of machine transcription from your instructor and complete it as directed.

5. After you have completed the test, recheck all your answers and then turn your test in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to pass a test on the basic principles of machine transcription with at least 80% accuracy.

OFFICE MACHINES MODULE

TEST IV-C-1

1. What are three major advantages of dictation/transcription equipment?

   a.

   b.

   c.

2. What are three main types of dictation/transcription equipment?

   a.

   b.

   c.

3. Which side of the foot pedal do you press to advance the dictation?

4. The index strip usually has markings on the top part and bottom part. What do the top markings indicate?

5. When should the transcriber listen to the special instructions?

Matching:

____6. Scanner

____7. Speed control

____8. Recall or instant review

____9. Conference playback

____10. Tone Control

a. gives more bass or treble playback

b. allows dictation to be played to a group

c. automatically scans the tape to determine item length

d. changes playback speed

e. fast forward button

f. automatic backspace

15 - 20. Indicate the number of items to be transcribed and the approximate number of words for each item according to the following index slip.

Ltr.
0 10 · 20 30 · 40 50 · 60 · 70 80 · 90 100

Sec.

by sa dept. Bus

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

TASK: Spelling commonly misspelled words in business

MATERIALS NEEDED:

1. American Management Society spelling list
2. Cassette tapes of spelling words
3. Paper
4. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain an A.M.S. (American Management Society) word list from your instructor.

2. Your instructor will designate 50 words each week for you to study. Of the 50 words, 20 words will be selected and dictated from a cassette tape for you to spell.

3. Write down on a sheet of paper the correct spelling of each word as it is dictated on the cassette tape.

4. When you have finished each quiz, be sure to recheck all of your words and then turn your paper in to your instructor for grading.

5. You may choose to take more than one quiz each week depending on your individual progress. Ask your instructor for the tape each time you take a quiz.

EVALUATION:

At the completion of this job sheet, you will learn to spell commonly misspelled words used in business with at least 95% accuracy.

AMS SPELLING LIST

1. livelihood
2. satellite
3. conquer
4. actuary
5. siege
6. dehydrate
7. artificial
8. gravitation
9. illegible
10. clientele
11. maneuver
12. aisle
13. restaurant
14. vicinity
15. fallacy
16. colossal
17. electronic
18. license
19. accommodation
20. adhesive
21. twelfth
22. nucleus
23. escrow
24. concealment
25. dynamo
26. meteor
27. ferret
28. gratuitous
29. manipulate
30. prestige
31. photostat
32. aerodynamics
33. calendar
34. accrual
35. fortieth
36. hectic
37. liaison
38. chord
39. duplicator
40. synonymous
41. columnar
42. impulse
43. stratosphere
44. utterance
45. rudiment
46. hypocrisy
47. merchantable
48. gigantic
49. disease
50. abacus
51. replica
52. miscellaneous
53. propeller
54. booster
55. auspices
56. misspell
57. conductance
58. announcement
59. itinerary
60. brochure
61. theory
62. waiver
63. sonic
64. indispensable
65. rotary
66. tenacious
67. voluntary
68. belligerent
69. auctioneer
70. allude
71. jeopardize
72. mediocre
73. recision
74. pursue
75. orbital
76. capsule
77. amphibian
78. novice
79. renumerate
80. morale
81. conscientious
82. digital
83. accession
84. encore
85. jettison
86. forfeiture
87. loose
88. sacrilegious
89. vandalism
90. abandoned
91. obstinate
92. disguise
93. entree
94. scarcity
95. meticulous
96. statistics
97. vetoes
98. agenda
99. atrocious
100. motif

101. prosecute
102. epoch
103. manuscript
104. luxury
105. forcible
106. transit
107. aluminum
108. bullion
109. parity
110. ninety
111. omitted
112. coaxial
113. estoppel
114. controlling
115. independence
116. mathematics
117. surgeon
118. requisition
119. tangible
120. wrought
121. accomplice
122. bailments
123. output
124. pharmacist
125. metallurgy
126. recuperate
127. equitable
128. coincide
129. heir
130. rheostat
131. volume
132. abrupt
133. analog
134. prejudiced
135. optimism
136. chattel
137. deficit
138. telemeter
139. versus
140. bureaucracy
141. oblige
142. incandescence
143. executor
144. libel
145. symmetrical
146. ridiculous
147. attorneys
148. quandary
149. lieutenant
150. chaplain
151. contingent
152. futurity
153. serviceable
154. adroit
155. affidavit
156. ratification
157. computer
158. coding
159. malignant
160. illegality
161. stewardesses
162. usury
163. seize
164. accede
165. binary
166. pegboard
167. monstrous
168. questionnaire
169 nonessential
170. awkward
171. consignee
172. intrastate
173. galaxy
174. wholly
175. accompanied
176. etiquette
177. tariffs
178. silhouette
179. absorbent
180. conceive
181. environment
182. inevitable
183. linear
184. weather
185. siphon
186. battalion
187. proceeds
188. reminisce
189. census
190. eradicator
191. fission
192. kilocycle
193. zinc
194. pavillion
195. repudiate
196. congregation
197. distortion
198. matriculate
199. ineligible
200. unique

201. sonar
202. allegiance
203. calculator
204. partial
205. rendezvous
206. codicil
207. mammal
208. lose
209. fascinate
210. lien
211. turbine
212. retrieval
213. airfoil
214. oxidation
215. competitive
216. manageable
217. foreign
218. visible
219. synthetic
220. alkali
221. processing
222. collator
223. paralyze
224. referendum
225. oblivious
226. exorbitant
227. tenancy
228. abscess
229. concede
230. nineteenth
231. regrettable
232. indemnity
233. librarian
234. alacrity
235. reservoir
236. zealously
237. grudge
238. interstate
239. title
240. amateur
241. dependent
242. barometer
243. ensemble
244. cellulose
245. modulation
246. propellant
247. foreword
248. referred
249. precarious
250. humanitarian
251. plaintiff
252. eminent
253. connoisseur
254. mortgage
255. quadruplicate
256. illiterate
257. magnetic
258. retroactive
259. warranty
260. alien
261. endorsement
262. corduroy
263. murmur
264. parenthesis
265. foreclosure
266. manifestation
267. irresistible
268. flexible
269. staccato
270. voidable
271. affluent
272. pressurized
273. occurred
274. judicious
275. limousine
276. maintenance
277. subrogation
278. undoubtedly
279. souvenir
280. abbreviation
281. automation
282. colonel
283. protectorate
284. fuselage
285. solitaire
286. verbatim
287. allocate
288. external
289. legitimate
290. magnificent
291. variable
292. rhetorical
293. affirmative
294. chargeable
295. permeate
296. rebellious
297. extemporaneous
298. labeling
299. haulage
300. sporadic

301. viaduct
302. aeronautics
303. commentator
304. pageant
305. receptacle
306. phenomenon
307. oculist
308. feasible
309. litigation
310. justifiable
311. trivial
312. vacancies
313. allies
314. carburetor
315. debris
316. incidentally
317. input
318. stabilizer
319. ambiguity
320. enveigle
321. pasteurize
322. fluorescent
323. interdependence
324. strategy
325. venue
326. encumbrance
327. irreverent
328. annuity
329. conversion
330. celestial
331. precede
332. antedated
333. accidentally
334. cohesion
335. grammar
336. tragedies
337. anxiety
338. binocular
339. prerequisite
340. repetitively
341. kilowatt
342. acquiesce
343. cemetery
344. effervesce
345. testator
346. apparatus
347. easement
348. extraordinary
349. veracity
350. auxiliary
351. acquittal
352. casualty
353. successor
354. camouflage
355. contagious
356. eligible
357. pneumatic
358. noticeable
359. vengeance
360. abhorrence
361. conscious
362. embezzlement
363. parallel
364. forthright
365. knowledgeable
366. unforgettable
367. sovereign
368. accelerated
369. antenna
370. discernible
371. apparel
372. adherent
373. privilege
374. apathy
375. beneficiary
376. condenser
377. overconfident
378. reconnaissance
379. incontestable
380. accessory
381. comptometer
382. presumptous
383. oscillator
384. architect
385. basically
386. interrupt
387. procrastinate
388. corrosion
389. eccentric
390. stationery
391. bisector
392. grievance
393. recommendation
394. applicable
395. judgement
396. cosmonaut
397. converter
398. sympathize
399. zeros
400. assassinate

401. anonymous
402. promissory
403. audible
404. excusable
405. alignment
406. irreparable
407. reciprocate
408. demurrage
409. assimilation
410. bequeath
411. audacious
412. interurban
413. personnel
414. cargoes
415. recurrence
416. corporation
417. twentieth
418. antibiotic
419. interpret
420. paradoxical
421. deficiency
422. abeyance
423. boundaries
424. assembled
425. inflammable
426. perseverance
427. reimbursement
428. subpoena
429. vacuum
430. analyze
431. haphazard
432. proprietor
433. disbursement
434. exaggerate
435. conspicuous
436. vein
437. supersede
438. anesthetic
439. quorum
440. desirable
441. courteous
442. turbulence
443. wealthiest
444. symbolic
445. amendment
446. conveyance
447. duress
448. cavitation
449. unpretentious
450. temperament
451. bankruptcy
452. astronaut
453. predominant

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 1

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. livelihood
2. satellite
3. conquer
4. actuary
5. siege
6. dehydrate
7. artificial
8. gravitation
9. illegible
10. clientele
11. maneuver
12. aisle
13. restaurant
14. vicinity
15. fallacy
16. colossal
17. electronic
18. license
19. accommodation
20. adhesive
21. twelfth
22. nucleus
23. escrow
24. concealment
25. dynamo
26. replica
27. miscellaneous
28. propeller
29. booster
30. auspices
31. misspell
32. conductance
33. announcement
34. itinerary
35. brochure
36. theory
37. waiver
38. sonic
39. indispensable
40. notary
41. tenacious
42. voluntary
43. belligerent
44. auctioneer
45. allude
46. jeopardize
47. mediocre
48. recission
49. pursue
50. orbital

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 2

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. meteor
2. ferret
3. gratuitous
4. manipulate
5. prestige
6. photostat
7. aerodynamics
8. calendar
9. accrual
10. fortieth
11. hectic
12. liaison
13. chord
14. duplicator
15. synonymous
16. columnar
17. impulse
18. stratosphere
19. utterance
20. rudiment
21. hypocrisy
22. merchantable
23. gigantic
24. disease
25. abacus
26. capsule
27. amphibian
28. novice
29. renumerate
30. morale
31. conscientious
32. digital
33. accession
34. encore
35. jettison
36. forfeiture
37. loose
38. sacrilegious
39. vandalism
40. abandoned
41. obstinate
42. disguise
43. entree
44. scarcity
45. meticulous
46. statistics
47. vetoes
48. agenda
49. atrocious
50. motif

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 3

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. prosecute
2. epoch
3. manuscript
4. luxury
5. forcible
6. transit
7. aluminum
8. bullion
9. parity
10. ninety
11. omitted
12. coaxial
13. estoppel
14. controlling
15. independence
16. mathematics
17. surgeon
18. requisition
19. tangible
20. wrought
21. accomplice
22. bailments
23. output
24. pharmacist
25. metallurgy
26. contingent
27. futurity
28. serviceable
29. adroit
30. affidavit
31. ratification
32. computer
33. coding
34. malignant
35. illegality
36. stewardesses
37. usury
38. seize
39. accede
40. binary
41. pegboard
42. monstrous
43. questionnaire
44. nonessential
45. awkward
46. consignee
47. intrastate
48. galaxy
49. wholly
50. accompanied

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 4

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. recuperate
2. equitable
3. coincide
4. heir
5. rheostat
6. volume
7. abrupt
8. analog
9. prejudiced
10. optimism
11. chattel
12. deficit
13. telemeter
14. versus
15. bureaucracy
16. oblige
17. incandescence
18. executor
19. libel
20. symmetrical
21. ridiculous
22. attorneys
23. quandary
24. lieutenant
25. chaplain
26. etiquette
27. tariffs
28. silhouette
29. absorbent
30. conceive
31. environment
32. inevitable
33. linear
34. weather
35. siphon
36. battalion
37. proceeds
38. reminisce
39. census
40. eradicator
41. fission
42. kilocycle
43. zinc
44. pavillion
45. repudiate
46. congregation
47. distortion
48. matriculate
49. ineligible
50. unique

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 5

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. sonar
2. allegiance
3. calculator
4. partial
5. rendezvous
6. codicil
7. mammal
8. lose
9. fascinate
10. lien
11. turbine
12. retrieval
13. airfoil
14. oxidation
15. competitive
16. manageable
17. foreign
18. visible
19. synthetic
20. alkali
21. processing
22. collator
23. paralyze
24. referendum
25. oblivious
26. plaintiff
27. eminent
28. connoisseur
29. mortgage
30. quadruplicate
31. illiterate
32. magnetic
33. retroactive
34. warranty
35. alien
36. endorsement
37. corduroy
38. murmur
39. parenthesis
40. foreclosure
41. manifestation
42. irresistible
43. flexible
44. staccato
45. voidable
46. affluent
47. pressurized
48. occurred
49. judicious
50. limousine

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 6

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. exorbitant
2. tenancy
3. abscess
4. concede
5. nineteenth
6. regrettable
7. indemnity
8. librarian
9. alacrity
10. reservoir
11. zealously
12. grudge
13. interstate
14. title
15. amateur
16. dependent
17. barometer
18. ensemble
19. cellulose
20. modulation
21. propellant
22. foreword
23. referred
24. precarious
25. humanitarian
26. maintenance
27. subrogation
28. undoubtedly
29. souvenir
30. abbreviation
31. automation
32. colonel
33. protectorate
34. fuselage
35. solitaire
36. verbatim
37. allocate
38. external
39. legitimate
40. magnificent
41. variable
42. rhetorical
43. affirmative
44. chargeable
45. permeate
46. rebellious
47. extemporaneous
48. labeling
49. haulage
50. sporadic

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 7

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. viaduct
2. aeronautics
3. commentator
4. pageant
5. receptacle
6. phenomenon
7. oculist
8. feasible
9. litigation
10. justifiable
11. trivial
12. vacancies
13. allies
14. carburetor
15. debris
16. incidentally
17. input
18. stabilizer
19. ambiguity
20. enveigle
21. pasteurize
22. fluorescent
23. interdependence
24. strategy
25. venue
26. acquittal
27. casualty
28. successor
29. camouflage
30. contagious
31. eligible
32. pneumatic
33. noticeable
34. vengeance
35. abhorrence
36. conscious
37. embezzlement
38. parallel
39. forthright
40. knowledgeable
41. unforgettable
42. sovereign
43. accelerated
44. antenna
45. discernible
46. apparel
47. adherent
48. privilege
49. apathy
50. beneficiary

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 8

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. encumbrance
2. irreverent
3. annuity
4. conversion
5. celestial
6. precede
7. antedated
8. accidentally
9. cohesion
10. grammar
11. tragedies
12. anxiety
13. binocular
14. prerequisite
15. repetitively
16. kilowatt
17. acquiesce
18. cemetery
19. effervesce
20. testator
21. apparatus
22. easement
23. extraordinary
24. veracity
25. auxiliary
26. condenser
27. overconfident
28. reconnaissance
29. incontestable
30. accessory
31. comptometer
32. presumptous
33. oscillator
34. architect
35. basically
36. interrupt
37. procrastinate
38. corrosion
39. eccentric
40. stationery
41. bisector
42. grievance
43. recommendation
44. applicable
45. judgement
46. cosmonaut
47. converter
48. sympathize
49. zeros
50. assassinate

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 2

WORD LIST 9

Directions: Study the following list of words. Twenty of these words will be selected and dictated from a cassette tape for you to spell correctly.

1. anonymous
2. promissory
3. audible
4. excusable
5. alignment
6. irreparable
7. reciprocate
8. demurrage
9. assimilation
10. bequeath
11. audacious
12. interurban
13. personnel
14. cargoes
15. recurrence
16. corporation
17. twentieth
18. antibiotic
19. interpret
20. paradoxical
21. deficiency
22. abeyance
23. boundaries
24. assembled
25. inflammable
26. perseverance
27. reimbursement
28. subpoena
29. vacuum
30. analyze
31. haphazard
32. proprietor
33. disbursement
34. exaggerate
35. conspicuous
36. vein
37. supersede
38. anesthetic
39. quorum
40. desirable
41. courteous
42. turbulence
43. wealthiest
44. symbolic
45. amendment
46. conveyance
47. duress
48. cavitation
49. unpretentious
50. temperament
51. bankruptcy
52. astronaut
53. predominant

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 3

TASK: Marking dictation into thought units and proofreading a letter

MATERIALS NEEDED:

1. Machine Transcription and Dictation
2. Paper
3. Pen or pencil
4 Self-check answer key
5. Typewriter
6. Typing paper

LEARNING ACTIVITIES:

1. Read carefully pp. 36-58 in Machine Transcription and Dictation. Be prepared to participate in a class discussion concerning this material.

2. Answer the 10 self-check questions on pp. 43-44; pp. 53-54; and pp. 58-59. After you have answered these questions, obtain the answer key and check all your answers.

3. Complete the Practice Exercises on pp. 44-45 and p. 54. After you have completed these exercises, turn them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to mark dictation into thought units and proofread a letter making all necessary corrections with at least 90% accuracy.

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 4

TASK: Listing three types of reference books and three career paths for a transcriber

MATERIALS NEEDED:

1. Machine Transcription and Dictation
2. Two or three supply Textbook catalogs
3. Paper
4. Pen or pencil
5. Self-check answer key

LEARNING ACTIVITIES:

1. Read pp. 62-81 in Machine Transcription and Dictation.

2. Answer the self-check questions on pp. 75-76 and pp. 81-82 and then check your answers with the answer key.

3. Obtain two or three textbook catalogs from your instructor. Check the table of contents under reference books and note the reference books that you feel would help you when transcribing information.

4. Read through some help wanted advertisements in local, regional, and state-wide newspapers to find out some of the transcribing positions available. Make note of these positions.

5. Interview a person who is currently employed in a transcribing position. Find out what career opportunities are available for transcribers.

6. On a sheet of paper list three reference books that would be used when transcribing information. (Use your notes from learning activity #3.) Also, list at least three career paths that are available for transcribers. Turn these lists in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to list three reference books that a transcriber could use when transcribing information and three career paths that are available for transcribers.

OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 5

TASK: Operating transcribing equipment

MATERIALS NEEDED:

1. Transcribing equipment
2. Transcribing equipment operating manual
3. Dictated material
4. Typing paper
5. Correction materials
6. Reference materials of your choice

LEARNING ACTIVITIES:

1. Your instructor will give a lecture and demonstration on how to operate the transcribing equipment that is available in your room. Be sure to ask questions and take notes during the lecture and demonstration.

2. Obtain the dictated material from your instructor and follow the instructions that were dictated. If you have any questions while transcribing, ask your instructor for assistance. Be sure to read the operator's manual carefully before attempting to transcribe the dictated material.

3. Proofread all your work carefully, and then staple your work together and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to operate transcribing equipment properly by transcribing dictated material with at least 80% accuracy.

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OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 6

TASK: Transcribing material on transcribing equipment

MATERIALS NEEDED:

1. Transcribing equipment
2. Transcribing equipment manual
3. Typewriter
4. Typing paper
5. Correcting materials
6. Transcription course

LEARNING ACTIVITIES:

1. Ask your instructor to explain which transcription course you should complete. If you have any questions, be sure to ask your instructor for assistance.

2. Complete all the transcription problems as directed by your instructor. You may refer to the operator's manual if you have any problems with the transcribing machine.

3. Be sure to proofread all work carefully before taking it out of the typewriter. This makes it easier for you to correct any mistakes you may have made.

4. As you complete your transcription problems, turn them in to your instructor as directed for grading.

EVALUATION:

At the completion of this job sheet, you will be able to transcribe dictated material on transcribing equipment with at least 90% accuracy.

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OFFICE MACHINES MODULE

UNIT IV-C

JOB SHEET 7

TASK: Dictating material for transcription

MATERIALS NEEDED:

1. Machine Transcription and Dictation
2. Paper
3. Pen or pencil
4. Self-check answer key
5. Dictating/transcribing equipment
6. Dictating/transcribing equipment manual

LEARNING ACTIVITIES:

1. View a movie or filmstrip on the proper techniques of dictating information. Be prepared to participate in a class discussion about the film.

2. Read pp. 84-113 in Machine Transcription and Dictation. Pay particular attention to the Effective Dictation Checklist on pp. 106-107.

3. Answer the self-check questions on p. 98 and pp. 107-108. After you have answered all the questions, check your answers with the answer key.

4. Read the section in the operator's manual on dictating carefully and then complete Practice Exercises 1-3 on pp. 108-113 in Machine Transcription and Dictation. If you have any questions, ask your instructor for assistance.

5. After you have completed the practice exercises, transcribe the material you dictated for Exercise 3 and turn it in to your instructor for grading. Be sure to proofread your work carefully.

6. Your instructor will give you two business letters to dictate on a piece of dictating/transcribing equipment in your room. Read over the letters carefully before beginning to dictate. Dictate special instructions according to letter style, number of copies, envelopes, etc. Keep the following points in mind when dictating your letter:
    - (a) Spell out proper names and words which might be confused.
    - (b) Speak clearly and distinctly. Pause naturally and speak in a conversational tone.
    - (c) Dictate the paragraphs and punctuation when possible.
    - (d) Do not dictate too fast. Also, do not eat or chew gum while dictating.

7. Let your instructor listen to part of your dictation and then transcribe the two letters you dictated. Proofread the letters carefully and then turn them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to dictate material and then transcribe this material with at least 90% accuracy.

NOTE: IT WOULD BE A GOOD IDEA TO REVIEW THE REFERENCE GUIDE FOR TRANSCRIBERS IN MACHINE TRANSCRIPTION AND DICTATION ON PAGES 124-241.

JOB TECHNIQUES MODULE

UNIT V

Upon completion of the job sheets in this module, you will be able to:

1. Apply for a social security card
2. Make a list of at least three job opportunities for word processing and describe the responsibilities for each position
3. Compose and type a letter of application
4. Compose a letter requesting permission to use a person's name as a reference
5. Compose and type a personal data sheet
6. Fill out application forms
7. Participate in a job interview
8. Follow up a job interview
9. Fill out pre-employment forms

JOB TECHNIQUES MODULE

UNIT V

Job Sheet 1

TASK: Applying for a social security card

MATERIALS NEEDED:

1. Social Security Card forms
2. Address of nearest Social Security Administration district office
3. Envelope

LEARNING ACTIVITIES:

1. If you already have a Social Security Number, proceed to Job Sheet 2. If not, continue with the rest of the learning activities.
2. Obtain the necessary forms to apply for a social security number from your instructor.
3. Fill these forms out carefully. If you have any questions, please ask your instructor before completing your forms.
4. Obtain the correct mailing address for the Social Security Administration by looking in the telephone directory.
5. Address an envelope, enclose the necessary form, and mail it to the Social Security Administration Office.

EVALUATION:

At the completion of this job sheet, you will be able to apply for a social security number and receive a social security card.

JOB TECHNIQUES MODULE

UNIT V

Job Sheet 2

TASK: Making a list of at least three job opportunities for word processing and describing the responsiblities for each position.

MATERIALS NEEDED:

1. How to Find and Apply for a Job, Third Edition
2. Local, regional, and statewide newspapers
3. Dictionary of Occupational Titles
4. Occupational Outlook Handbook
5. Word Processing, A Systems Approach to the Office
6. Paper
7. Pen

LEARNING ACTIVITIES:

1. Read pp. 15-25 on Discovering Your Opportunities in How to Find and Apply for a Job, Third Edition.

2. Look through the Dictionary of Occupational Titles and read about the positions pertaining to secretarial, clerical, and word processing. Pick at least three jobs that interest you. Discuss them with your instructor and/or class.

3. Take notes from a lecture by your instructor on opportunities in word processing.

4. Read the Occupational Outlook Handbook pertaining to the job titles you selected from the Dictionary of Occupational Titles. (Look under Office Occupations.) Then, discuss with classmates:
   a. The nature of the work.
   b. Places of employment
   c. Training, other qualifications, and advancement
   d. Employment outlook
   e. Earnings and working conditions

5. Read through some help wanted advertisements in local, regional, and statewide newspapers to find out some of the word processing positions available.

6. Look through other reference materials to find additional word processing positions, such as Word Processing, A Systems Approach to the Office.

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7. Interview a person who is currently employed in a word processing position and/or secretarial/clerical field that interests you.

8. Look for a job that interests you. If you are actually looking for a job, apply at as many places as you can find. Don't stop with one and "just hope."

9. Make a list of at least three job opportunities in the field of word processing and describe each position. Turn this list in to your instructor.

EVALUATION

At the completion of this job sheet, you will be able to list at least three job opportunities for word processing and describe the responsibilities of each position.

JOB TECHNIQUES MODULE

UNIT V

Job Sheet 3

TASK: Composing and typing a letter of application

MATERIALS NEEDED:

1. How to Find and Apply for a Job, Third Edition
2. Secretarial Office Procedures, Ninth Edition
3. Other reference books
4. Information Sheet V-3
5. Paper
6. Pen
7. Typewriter
8. Typing paper
9. Correcting materials

LEARNING ACTIVITIES:

1. Read pp. 26-32 in How to Find and Apply for a Job, Third Edition, and look over the examples of letters of application on pp. 33 and 35.

2. Read carefully pp. 577-579 in Secretarial Office Procedures, Ninth Edition.

3. There are other examples you may want to look over in the various reference books in the classroom. Feel free to do so.

4. When composing your letter of application, be sure to consider the following information in your letter:
   a. What job you are applying for
   b. Why you are interested in the job
   c. Why you think you are qualified for the job
   d. When you are available to begin work
   e. Where you can be reached by telephone
   f. When you are available to interview for the job

5. Also, keep in mind the format of a typical letter of application, which includes the following:
   a. Return address
   b. Date
   c. Inside address
   d. Salutation
   e. Body of letter
   f. Complimentary close
   g. Enclosure notations (if any)

6. Obtain Information Sheet V-3 from your instructor to use as a guide in composing your letter of application.

7. Now you are ready to compose your letter of application.

8. After composing your letter, type a copy of the letter to use as a rough draft copy.

9. Proofread and revise your rough draft copy. Be sure to check the content, form, spelling, and punctuation of your letter.

10. After proofreading and revising your letter carefully, retype your letter in final form and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to compose and type a letter of application with 100% accuracy.

INFORMATION SHEET V-3

P.O. Box 63
Friendly, WV 26146
March 10, 1980

Mr. Frank Thomas
Personnel Director
Merit Manufacturing Company
1640 Franklin Place
Dallas, TX 75201

Dear Mr. Thomas:

I have been informed that there is an opening for an accountant in your organization. I believe I have developed through my training and experience the ability to handle the duties you require.

During the last two years I have worked as an office receptionist in the high school and worked for a number of school administrators and teachers. The enclosed resume provides the extent of my education and training and also includes a number of people from whom you may obtain information about my character and ability.

During the fall term, I plan to take evening courses in business and accounting at Parkersburg Community College. My application for admission has already been approved.

May I have the privilege of a personal interview. I can be reached by telephone at 652-2568 after 3 p.m.

Sincerely yours,

Roxana L. Jones

Enclosure

UNIT V

JOB SHEET 4

TASK: Composing a letter requesting permission to use a person's name as a reference

MATERIALS NEEDED:

1. Information Sheet V-4
2. Typewriter
3. Typing paper
4. Correction materials

LEARNING ACTIVITIES:

1. Obtain Information Sheet V-4 from your instructor and read the information on this sheet carefully. If you have any questions about any of the information, ask your instructor.

2. Participate in a class discussion on the importance of references and the importance of securing permission to use a person's name as a reference.

3. Using the information sheet as a guide, compose a letter requesting permission to use someone's name as a reference. It would be a good idea to plan your letter carefully and make a rough draft copy first. Let your instructor read your rough draft copy and make comments concerning the letter. (If you enclosed an envelope or postal card, make sure you put enclosure notations in your letter.)

4. Type a final copy of your letter. Be sure to proofread your letter carefully, and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to compose a letter requesting permission to use a person's name as a reference. The letter will be in an appropriate business letter style with 100% accuracy.

JOB TECHNIQUES MODULE

UNIT V

INFORMATION SHEET V-4

A prospective employer usually likes to have information regarding your character, training, and experience. Many times you need to supply only the name, title, address, and phone number of your references, and the propspective employer requests a reference, if desired. Sometimes, however, you may request that your reference write directly to the prospective employer. (A letter of recommendation that you carry with you is not as effective as a letter of recommendation sent directly by your reference to the prospective employer.) Following are important points to remember when requesting permission to use a person's name as a reference:

(a) Always secure permission to use a peron's name as a reference.

(b) This permission may be obtained in person, by telephone, or by a letter.

(c) Explain why you want to use the person as your reference.

(d) Explain where you will use the person's name, such as letter of application and/or personal data sheet, etc.

(e) Always thank the person for his time.

When writing a letter requesting permission to use a person's name as a reference, keep the following information in mind:

(a) State the reason of your letter.

(b) Describe the position you are applying for or the type of job you are applying for if you are not applying for one specific position.

(c) Be brief and polite.

(d) Enclose a stamped envelope or postal card for a reply.

(e) Use an appropriate courtesy closing.

JOB TECHNIQUES MODULE

UNIT V

Job Sheet 5

TASK: Composing and typing a personal data sheet

MATERIALS NEEDED:

1. How to Find and Apply for a Job, Third Edition
2. Secretarial Office Procedures, Ninth Edition
3. Other reference books
4. Information Sheet V-5a
5. Information Sheet V-5b
6. Paper
7. Pen
8. Typewriter
9. Typing paper
10. Correcting materials

LEARNING ACTIVITIES:

1. Look over the two examples of personal data sheets on pp. 34 and 36 in How to Find and Apply for a Job, Third Edition.

2. Read carefully pp. 575-578 in Secretarial Office Procedures, Ninth Edition.

3. Look at other examples in various reference books. For example, Personality Development for Business on pp. 181-186 or Business English and Communication, Fourth Edition on pp.424-429.

4. Write separate lists of the following:
   a. Things you like to do.
   b. Things you do not like to do.
   c. Things you feel you do well.
   d. Things other people have complimented you on.
   e. Equipment you can use.
   f. Jobs you feel you would like to have.
   g. Places you would like to live and work.
   h. Your living expenses when you are working--be reasonable!

5. Obtain information sheet V-5a on the parts of the resume. Study it carefully.

6. Using information sheet V-5a and the lists you prepared in learning activity 4 as a guide, list the main headings of the resume and put information about yourself under each heading.

7. Obtain information sheet V-5b so that you can look at a sample resume.

8. Using information sheet V-5b as a guide, type a rough draft of your resume.

9. Proofread your resume carefully for content, form, typing, and spelling errors.

10. After proofreading and revising your resume very carefully, retype it and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to compose and type a personal data sheet/resume with 100% accuracy.

Note: A personal data sheet and resume are one in the same.

INFORMATION SHEET V-5

Performance checklist for compiling a personal data sheet

1. Gather all the important information about you in the following areas:
    - a. Education you have had.
    - b. Work experience you have had.
    - c. Your accomplishments or honors.
    - d. Relevant personal information.
    - e. Names of people who know what type of person you are.
2. Assemble this information in outline form as follows:

I. PERSONAL DATA

- A. Name
- B. Address
- C. Telephone Number
- D. Year of Birth
- E. Social Security Number
- F. Health

II. EDUCATION AND TRAINING

- A. Name and Address of High School
- B. Grade Level Completed
- C. Work-Related Subjects Completed

III. MILITARY SERVICE

- A. Branch of Service
- B. Rank at Time of Discharge
- C. Type of Duty Assignments

IV. EMPLOYMENT (WORK EXPERIENCE)

- A. List in Order, Beginning with the Most Recent
- B. Include the Following Information:
    - 1. Employer
    - 2. Dates
    - 3. Job title
    - 4. Work done on a co-op or on a volunteer basis.
    - 5. Briefly describe each job you had.

V. AWARDS, HONORS AND ORGANIZATIONS

- A. Include Any Honors or Offices Held
- B. Include Club Memberships

VI. PERSONAL REFERENCES

- A. Names, Addresses and Telephone Numbers of Three People You Feel Would Recommend You for Employment
- B. Always Ask for Permission to Use Someone's Name

INFORMATION SHEET V-5a

PERSONAL DATA SHEET

NAME:	Roxana Leigh Jones	DATE OF BIRTH:	March 30, 1962
ADDRESS:	P.O. Box 63 Friendly, WV 26146	SOC. SEC. NUMBER:	234-11-3430
TELEPHONE:	(304) 652-2568	PHYSICAL CONDITION:	Excellent

EDUCATION:

Will graduate from Sistersville High School on May 27, 1980
Will receive clerical certificate from PRT Center on May 27, 1980

Business courses completed:

Typewriting:	50 words a minute
Accounting:	Included payroll procedures, banking activities, financial statements, and inventory
Office Machines:	Included operation of printing calculators, electronic calculators, ten-key and full-key adding machines, and duplicating machines
Office Procedures:	Included filing, mail processing, telephone techniques, and receptionist duties

EXTRACURRICULAR ACTIVITIES:

FBLA Inter-Club Council Representative during senior year
FHA member during junior and senior year
Choir member during sophomore and junior year
Member of volleyball team during sophomore year
Coronation Ball Princess during junior year

EXPERIENCE:

Worked four summers at Knowlton's Tasty Creme in Friendly, West Virginia
Office receptionist during junior and senior years at Sistersville High School
Worked part-time at Tyler Star News in Sistersville, West Virginia

REFERENCES:

Mrs. Rosalyn Flanigan, Head of English Department
Sistersville High School, 315 S. Wells Street
Sistersville, WV 26175 (304) 652-2475

Mrs. Virginia Knowlton, Owner and Manager of
Knowlton's Tasty Creme, 402 Riverside Drive
Sistersville, WV 26175 (304) 652-4851

Mrs. Linda Hooley, Business Teacher, PRT Center
913 Maple Lane, Country Club Heights
Sistersville, WV 26175 (304) 652-2391

JOB TECHNIQUES MODULE

UNIT V

Job Sheet 6

TASK: Filling out application forms

MATERIALS NEEDED:

1. How to Find and Apply for a Job, Third Edition
2. Secretarial Office Procedures, Ninth Edition
3. Information Sheet V-6
4. Information Sheet V-6a
5. Self-Check Test V-6
6. Application Forms
7. Typewriter
8. Pen

LEARNING ACTIVITIES:

1. Read pp. 37-49 on the application blank in How to Find and Apply for a Job, Third Edition.

2. Read carefully pp. 579-584 in Secretarial Office Procedures, Ninth Edition for additional material on filling out application forms.

3. Obtain Information Sheet V-6 from your instructor. Study it carefully because it contains some suggestions to follow when filling out application forms.

4. Read and learn the terms listed on Information Sheet V-6a ("Terms to Know to Fill Out a Job Application"). Discuss these terms with other students in your class.

5. Take the Self-Check Test V-6 supplied by your instructor.

6. Practice completing an application for employment. Your instructor will give you a sample application form to fill out for practice. If you have any questions while filling out this practice application, be sure to ask your instructor for help.

7. Obtain two additional application blanks from your instructor. One application blank should be filled out in ink and one should be typed.

8. When your application blanks are completed and rechecked carefully, turn the copy that was filled out in ink and the copy that was typed in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to fill out two application forms neatly with no omissions or misspelled words.

JOB TECHNIQUES MODULE

UNIT V

INFORMATION SHEET V-6

Following are some suggestions to follow when filling out application forms:

1. Be prepared. Have with you a written record of your education and references, so that you will have the correct information available quickly and will not have to rely on your memory for dates and facts.
2. Some forms say "Please print." It is embarrassing to notice this after you have started writing.
3. Use blue or black ink in filling out the form or type it neatly.
4. Be especially careful of your handwriting, spelling, and grammar. Avoid using abbreviations.
5. Know the position for which you are applying. Don't say "Anything" or you may end up with "nothing."
6. Know a salary range or put negotiable.
7. Know what kind of equipment you can operate.
8. Draw a short line in the blanks that do not apply or write N/A (not applicable).
9. Be neat, accurate, and honest with all information.
10. Usually there is a section that says "Do not write in this space." Do not write in the blanks that are to be used by the company.
11. Recheck all the information you have included.
12. Always write your signature.
13. Avoid asking unnecessary questions.
14. Remember--READ BEFORE WRITING!

JOB TECHNIQUES MODULE

UNIT V

INFORMATION SHEET V-6a

TERMS TO KNOW TO FILL OUT A JOB APPLICATION

1. Nationality - country where a person is born
2. Guardian - person in charge of the legal care of a youth
3. Marital status - single, married, divorced, or widowed
4. Number of dependents - individuals who depend upon you for their support
5. Ethnic group - caucasian (white), negroid (black), Indian, Asian, other
6. Limitations - health or physical condition that may hinder a person on the job
7. Capabilities - things you can do well
8. Compensation - pay for time not able to work
9. Naturalized citizen - a person who has gone through the legal process to become a U.S. citizen
10. Natural born citizen - a person who is born in a country
11. Fringe benefits - things given an employee other than money
12. Wage - the hourly rate of pay
13. Salary - monthly or yearly contract payments
14. Supervisor - a person who works for another person or company
15. Employee - a person who works for another person or company
16. Employer - a person or company who hires another
17. O.A.S.T. - Old Age Survivors Insurance
18. Deduction - that which is taken from a pay check
19. Federal withholding - tax money taken out for the U.S. Government
20. State withholding - tax money taken out by the State Government
21. Annuity - a form of saving money
22. Gross pay - the total amount paid before deductions
23. Take home pay - the amount that is taken home
24. Management - those who make decisions
25. Personnel manager - person who is in charge of people
26. Job interview - the person-to-person contact between employee and employer
27. F.I.C.A. - (Federal Insurance Compensation Act) - money taken out for Social Security

JOB TECHNIQUES MODULE

UNIT V

SELF-CHECK TEST V-6

Define the following terms:

1. Nationality - ______________________________
2. Guardian - ______________________________
3. Marital status - ______________________________
4. Number of dependents - ______________________________
5. Ethnic group - ______________________________
6. Limitations - ______________________________
7. Capabilities - ______________________________
8. Compensation - ______________________________
9. Naturalized citizen - ______________________________
10. Natural born citizen - ______________________________
11. Fringe benefits - ______________________________
12. Wage - ______________________________
13. Salary - ______________________________
14. Supervisor - ______________________________
15. Employee - ______________________________
16. Employer - ______________________________
17. O.A.S.I. - ______________________________
18. Deduction - ______________________________
19. Federal withholding - ______________________________
20. State withholding - ______________________________
21. Annuity - ______________________________
22. Gross Pay - ______________________________
23. Take home pay - ______________________________
24. Management - ______________________________
25. Personnel manager - ______________________________
26. Job interview - ______________________________
27. F.I.C.A. - ______________________________

JOB TECHNIQUES

UNIT V

Job Sheet 7

TASK: Participating in a job interview

MATERIALS NEEDED:

1. How to Find and Apply for a Job, Third Edition
2. Secretarial Office Procedures, Ninth Edition
3. Your personal data sheet or resume
4. Self-Check Test V-7
5. Information Sheet V-7a
6. Information Sheet V-7b
7. Information Sheet V-7c
8. Information Sheet V-7d
9. Scheduled appointments for two interviews

LEARNING ACTIVITIES:

1. Complete the pretest (Self-Check Test V-7).

2. Read pp. 50-65 on Selling Yourself in a Personal Interview in How to Find and Apply for a Job, Third Edition.

3. Read pp. 56-58 on questions frequently asked during the employment interview.

4. Read carefully pp. 587-591 in Secretarial Office Procedures, Ninth Edition.

5. Answer the ten questions on p. 592. Write your answers on a sheet of paper and turn them in to your instructor for grading.

6. Obtain the following information sheets and read them very carefully:
   - a. Information Sheet V-7 "Interviewing: A Skill not a Mystery"
   - b. Information Sheet V-7a "Some Frequently Asked Questions During the Interview"
   - c. Information Sheet V-7b "Things to Remember at the Interview"
   - d. Information Sheet V-7c "Do's and Don'ts for your Job Interview"
   - e. Information Sheet V-7d "Factors Which Frequently Lead to Rejection of the Applicant"

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7. Before going to your interview, develop a check list of things to ask the interviewer. Also, develop a list of things to remember to tell the interviewer about yourself. Keep this information in a coat pocket or wallet, but use it only when needed.

8. Practice with another student. Take turns being the interviewer and the applicant.

9. Have your instructor arrange an interview for you with the school principal, assistant principal, and/or a community business person.

EVALUATION:

At the completion of this job sheet, you will be able to participate in a job interview with the school principal, assistant principal, and/or a community business person.

JOB TECHNIQUES MODULE

UNIT V

SELF-CHECK TEST V-7

Pretest*

1. Prior to an interview, a well-prepared applicant should:
   a. Rely on memory to answer or fill out any questions.
   b. Be prepared to answer questions by composing questions and answers.
   c. Answer all questions "off the top of the head."

2. For the interview, an applicant should:
   a. Wait for the interviewer to explain what the company's business is.
   b. Not worry about the company and just interest himself/herself in a specific job.
   c. Research the company.

3. In preparation for the interview, an applicant should:
   a. Locate the company prior to the interview.
   b. Leave early enough to find the company on the day of the interview.
   c. Not worry about it; someone will give directions to the company.

4. Appropriate dress for an interview might be:
   a. Blue jeans and a shirt.
   b. Your best dress-up clothes.
   c. Clean, neat clothes appropriate to the company and the job you're applying for.

5. When an interview is scheduled for 10:00 a.m., the applicant should:
   a. Not worry about being ten (10) minutes late.
   b. Be punctual.
   c. Arrive an hour early.

6. When speaking with the interviewer, an applicant should:
   a. Emphasize good points.
   b. Tell the interviewer he/she didn't do so well in some skills or courses.
   c. Avoid the whole truth.

7. To answer any questions an interviewer might ask, an applicant should:
   a. Be honest, factual and sincere.
   b. Make up something if the answer isn't known.
   c. Lie if necessary to make a good impression.

8. If asked, "What can you do?" an applicant should:
   a. Avoid saying, "I'll do anything."
   b. Tell the interviewer, "It depends."
   c. Say, "I'll do anything."

9. When speaking to an interviewer, an applicant should:
   a. Try to look the interviewer in the eye.
   b. Read the pre-written paper.
   c. Look around the room.

10. An appropriate response to end an interview might be:
    a. "Thank you."
    b. "See you later."
    c. "Please pick me."

11. If an applicant never hears from the company, he/she should:
    a. Never apply for another job.
    b. Tell friends never to apply there.
    c. Not be discouraged.

12. If an applicant doesn't get the job, he/she should:
    a. Analyze why.
    b. Forget about the interview.
    c. Blame it on the interviewer.

13. If an applicant doesn't get the job, he/she should:
    a. Mourn.
    b. Keep trying.
    c. Be content to be unemployed.

* No answers are provided for this pretest. Instead, use each item as a discussion item with your instructor and class. Also, look for the correct answers as you complete the other Learning Activities for this task.

JOB TECHNIQUES MODULE

UNIT V

INFORMATION SHEET V-7

INTERVIEWING: A SKILL, NOT A MYSTERY*

I. GETTING READING FOR AN INTERVIEW

1. Figure out what you really want to do. Be specific. Make a list of exactly what you want AND of what you don't want. Look at what you've done in the past--education, summer jobs, hobbies, clubs, etc. Get help from your counselor. You've got to have some idea of what you're after.

2. Learn everything you can about the company. Read any literature you can find to learn about job openings and what they are like, company benefits, etc. Talk to people who work or have worked for the company. The more you know before the interview, the fewer unnecessary questions you'll have to ask--and the interviewer is bound to be impressed if you've "done your homework."

3. Role-play an interview with a friend, taking turns as interviewer and applicant. This way you'll know the routine of an interview and will be more relaxed when it's for real. Talk to others who have been interviewed (by the company you're applying to if possible).

4. Be fair to yourself--be sure the interviewer knows all about you and what you can do. This means learning to fill out job applications correctly. DON'T give incomplete answers. DON'T fill out the application hurriedly--be sure it's neat and written as clearly as you can. Print everything but your signature. You'll do a better job of giving all the information about yourself if you take along your Personal Data Sheet (Resume). (Some company's use an information form similar to the Personal Data Sheet in addition to the job application form.)

II. WHAT INTERVIEWERS LOOK FOR

1. An interview is short. The interviewer must learn a lot about you in a very short time. The basic purpose of the interview is to exchange enough information to screen you from a number of other applicants. They have to decide whether the company should talk with you further and keep your name on the applicant list.

3. An interviewer wants to find out exactly what you think you want and why, what kind of work you're looking for, and how interested you are in that work. Interviewers also look for career goals, drive to accomplish those goals, interest in further education, further training and such other things as preferred location and your willingness to relocate if necessary.

4. The purpose of telling the interviewer what you've done is to help indicate if your work interests seem to match your talents. Your qualifications will be reviewed: jobs, grades, skill level, special training, hobbies and extracurricular activities.

5. If you do seem qualified for a certain kind of work, the interviewer has to see if the company has a job area that might match your interests. If so, they'll explain the details of the work and see if you are interested and just how interested.

III. HOW TO ACT DURING AN INTERVIEW

1. Be yourself. DON'T "act." The only company you are likely to be happy working for is one that likes you just the way you are. Very few people can play roles well enough to fool an interviewer, who has met and talked to a great many people.

2. Don't overdo it. Act professionally and naturally. Be on time! Be friendly, but not too casual. Be courteous. Have your thoughts and questions well organized.

3. Don't be afraid to tell the interviewer all about yourself. Don't answer questions with just a yes or no. Take this opportunity to tell about your goals and strong points. This may alert an interviewer to terrific information about you that didn't show up on the resume. Open up!

4. Tell it like it is. A lie is often an attempt to hide a problem that will only get in the way later. Be completely honest. If you have no interest in a particular kind of work or job, say so. You should be trying to screen the company too.

IV. WHAT TO EXPECT AFTER AN INTERVIEW

1. Don't expect to be hired on the spot. It's usually not the role of the interviewer to do the hiring. Interviewers only make screening decisions to determine whether the company should talk with an applicant further. By the end of the interview, most companies will try to tell you as clearly as possible what to expect next.

2. Interviewers rarely promise anything, even when they think the applicant is highly qualified. But if they feel you'll be under active consideration, they'll usually indicate that you can expect a second interview or that they'll contact you later.

3. Write to the interviewer after the interview if you're interested. Mention the interviewer's name, time and date of the original interview plus important points discussed. If it's a small company, especially, and you haven't heard anything in a week, call back. Sometimes applications get moved to the bottom of the stack. Remind the interviewer of your interest. Keep on learning about the company.

4. If you get a "NO" answer, it's probably because your interests and the company's don't match. Don't worry, just analyze "why." Almost everyone hears a "no" before a job is landed. Look at it as a learning experience: you've learned about interviewing, about your likes, a company's needs, and you've got great experience to go ahead to another company much better suited to you.

*Adapted from "What Students Should Know About Interviewing," General Electric, Educational Communications Programs, Fairfield, CT 06431, 1978.

JOB TECHNIQUES MODULE

UNIT V

INFORMATION SHEET V-7a

SOME FREQUENTLY ASKED QUESTIONS DURING THE INTERVIEW

1. What are your future goals?
2. In what school activities have you participated?
3. How do you spend your spare time? What are your hobbies?
4. In what type of position are you most interested?
5. Why do you think you might like to work at our company?
6. What jobs have you held? Why did you leave?
7. What course did you like best in school? Least? Why?
8. What do you know about our company?
9. Do you feel that you have received good general training?
10. Why do you feel that you will be successful in your field?
11. What extracurricular offices have you held?
12. What are your ideas on salary?
13. Do you prefer any specific geographic location? Why?
14. How much money do you expect to earn at the age of 20? 35?
15. How did you rank in school?
16. Do you think that your extracurricular activities were worth the time devoted to them?
17. What personal characteristics are necessary for success in your field?
18. What do you think determines a person's progress in a company?
19. Are you looking for a permanent or temporary job?
20. Do you prefer working alone or with others?
21. Can you take intructions without becoming upset?

22. Tell me a story.
23. Are you primarily interested in making money or do you feel service to your fellowmen is satisfactory pay?
24. Do you like routine work?
25. Can you get recommendations from previous employers?
26. What interests you about our products and services?
27. Do you feel you have done the best scholastic work of which you are capable?
28. How long do you expect to work?
29. Have you ever had any trouble getting along with fellow students?
30. What is your philosophy toward work?
31. What types of equipment can you operate?
32. Do you plan to continue your education?
33. Do you like routine work?
34. What size city do you prefer?
35. What is your major weakness?
36. Will you work hard to get ahead?
37. Are you eager to please?
38. Are you interested in acquiring new skills?
39. Have you had serious illnesses or injuries?
40. Are you willing to relocate if the company wishes?
41. What job in the company would you most like to have?
42. Is it difficult for you to get along with people who have different backgrounds?
43. Are you willing to travel?
44. Should an employer consider your grades? Why?

45. Would you be willing to work overtime? How much?

46. Do you possess any special skills or abilities?

47. What have you done that indicates initiative and a desire to work?

48. You have a complaint about your job or working condition. How would you handle it?

49. You and a fellow worker are having differences about your jobs. What would you do?

50. You have an idea you feel will help the company. What would you do?

INFORMATION SHEET V-7b

THINGS TO REMEMBER AT THE INTERVIEW*

1. Sit up straight.
2. Speak in a quiet, pleasant voice.
3. Try to answer all questions correctly.
4. Never talk about personal problems.
5. Be respectful.
6. Use your best English at all times.
7. Know or write down the questions you wish to ask during the interview.
8. Never smoke or chew gum during the interview.
9. Inquire as to what follow-up procedure is required.
10. School subjects you liked best, extracurricular activities.
11. Your educational plans.
12. Ask some questions about the firm.
13. If you've ever been employed, be able to list employer, name of firm, date employed, address, salary and reason for leaving.

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*Courtesy of the Virginia Polytechnic Institute and State University, Agriculture Education Department, Blacksburg, Virginia, in cooperation with the Agriculture Education - State Department of Vocational Education, Richmond, Virginia.

JOB INTERVIEW

INFORMATION SHEET V-7c

DO'S AND DON'T'S FOR YOUR JOB INTERVIEW

DO'S:

1. Learn everything you can about the company and its services before the interview.

2. Have a good night's sleep before the interview.

3. Make sure you have taken a shower or bath, brushed your teeth, combed your hair, and put on clean, neat clothes that are appropriate for the interview.

4. Be prompt for the interview. You should be there five minutes early.

5. Introduce yourself in a quiet, pleasant way.

6. Sit erect, learn to smile, and look pleasant.

7. Avoid signs of nervousness (such as tapping fingers, gum chewing, fiddling with purse or jingling coins in pockets). Try to relax.

8. Look the intevriewer in the eye. (If you find this difficult, look at the tip of the nose; it will appear you are looking in the eyes.)

9. Be ready to describe your skills and qualifications to the interviewer. Sell yourself.

10. Express your interest in working for the company.

11. Do ask some questions about the firm and/or the position.

12. Be ready to take a performance test if the job requires it.

13. Leave discussion of salary to the end of the interview.

14. Thank the interviewer before you leave.

15. Follow-up the interview with a letter or telephone call.

DON'T'S:

1. Smoke unless invited to (even if invited, it may be better not to.)

2. Inquire about salary, vacations, bonuses, retirement, etc. until you are fairly sure that the employer is interested in you. (Probably toward the end of the interview).

3. Take a second person, friend, or relative to the interview.

4. Be discouraged if you don't get the first or second job you seek.

5. Answer all questions with a yes or no.

JOB TECHNIQUES MODULE

UNIT V

INFORMATION SHEET V-7d

FACTORS WHICH FREQUENTLY LEAD TO REJECTION DURING THE JOB INTERVIEW

In the 1969 survey by Penn Tech Institute (Pittsburgh, Pennsylvania), the following factors were reported by 153 companies as having led to the rejection of the applicant during the employment interview.

1. Poor personal appearance.
2. Overbearing - overaggressive - conceited "superiority complex" "know-it-all."
3. Inability to express oneself. clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of confidence and poise - nervousness - ill-at-ease.
6. Lack of interest and enthusiasm - passive, indifferent.
7. Failure to participate in activities.
8. Overemphasis on money - interested only in best dollar offer.
9. Poor scholastic record
10. Unwilling to start at the bottom expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy, ill-tempered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in eye.
20. Limpy, fish hand-shake.
21. Indecision.
22. Loafs during vacations.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge in field of specialization.
30. Parents make decisions.
31. No interest in company, or in industry.
32. Emphasis on whom he/she knows.
33. Unwillingness to move.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant - strong prejudices.
38. Narrow interests.
39. Spends too much time in movies.
40. Poor handling of personal finance.
41. No interest in community affairs.
42. Inability to take criticism.
43. Lack of appreciation of value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions asked.

JOB TECHNIQUES MODULE

UNIT V

JOB SHEET 8

TASK: Following up a job interview

MATERIALS NEEDED:

1. *How to Find and Apply for a Job*, Third Edition
2. *Business English and Communication*, Fourth Edition
3. Other reference books
4. Typewriter
5. Typing paper
6. Carbon paper
7. Correcting materials

LEARNING ACTIVITIES:

1. Read pp. 66-69 in *How to Find and Apply for a Job*, Third Edition. Pay particular attention to the letter on p. 67.

2. Read p. 51 on Follow-Up Letters in *Business English and Communication*, Fourth Edition. Also, feel free to look in other reference books in the classroom pertaining to following up a job interview.

3. Compose a letter to follow-up the interviews you had in Job Sheet 6. Remember, it is important to send these letters as soon as possible after the interviews.

4. Type your follow-up letters and address envelopes for the letters. (Make a carbon copy to turn in to your instructor.)

5. After you proofread your letters carefully, turn your carbon copies in to your instructor. Your letters should be in mailable form.

6. After your instructor has approved your letters, you may mail them to the appropriate people.

EVALUATION:

At the completion of this job sheet, you will be able to compose and type a follow-up letter for a job interview with at least 100% accuracy.

JOB TECHNIQUES MODULE

UNIT V

JOB SHEET 9

TASK: Filling out pre-employment forms

MATERIALS NEEDED:

1. W-4 forms
2. Insurance forms
3. Retirement forms
4. Permanent record forms
5. Pen or typewriter

LEARNING ACTIVITIES:

1. Assume you have been hired by the State Department of Education. The following forms must be filled out prior to or on your first day of employment.
   - (a) W-4 forms
   - (b) Insurance forms
   - (c) Retirement forms
   - (d) Permanent record forms
2. Your instructor will explain each of the above forms to you before you fill them out. Be sure to ask any questions you may have about these forms.
3. There are several decisions you must make when filling out pre-employment forms. Participate in a class discussion concerning your decision.
4. Obtain the necessary forms from your instructor and fill them out as directed. You may either type them or fill them out in ink. If you have any questions while filling out these forms, be sure to ask your instructor for assistance.
5. After you have completed all of the above forms, turn them in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to fill out pre-employment forms such as W-4 forms, insurance forms, retirement forms, and permanent record forms neatly and accurately.

Form **W-4**
(Rev. December 1978)
Department of the Treasury
Internal Revenue Service

Employee's Withholding Allowance Certificate

(Use for Wages Paid After December 31, 1978)

This certificate is for income tax withholding purposes only. It will remain in effect until you change it. If you claim exemption from withholding, you will have to file a new certificate on or before April 30 of next year.

Type or print your full name

Your social security number

Home address (number and street or rural route)

City or town, State, and ZIP code

Marital Status
☐ Single ☐ Married
☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming . . . . ______
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $______
3 I claim exemption from withholding (see instructions). Enter "Exempt" . . . . ______

Under the penalties of perjury, I certify that the number of withholding allowances claimed on this certificate does not exceed the number to which I am entitled. If claiming exemption from withholding, I certify that I incurred no liability for Federal income tax for last year and I anticipate that I will incur no liability for Federal income tax for this year.

Signature ►.. **Date** ►...................................., 19........

.... **Detach along this line** ....

▲ *Give the top part of this form to your employer; keep the lower part for your records and information* ▲

Instructions

The explanatory material below will help you determine your correct number of withholding allowances, and will assist you in completing the Form W–4 at the top of this page.

See **Publication 505** for more information on withholding.

Avoid Overwithholding or Underwithholding

By claiming the number of withholding allowances you are entitled to, you can fit the amount of tax withheld from your wages to your tax liability. In addition to the allowances for personal exemptions to be claimed in item (a), be sure to claim any additional allowances you are entitled to in item (b), "Special withholding allowance," and item (c), "Allowance(s) for credit(s) and/or deduction(s)." While you may claim these allowances on Form W–4 for withholding purposes, you may not claim them under "Exemptions" on your tax return Form 1040 or Form 1040A.

You may claim the special withholding allowance if you are single with only one employer, or married with only one employer and your spouse is not employed. If you have unusually large itemized deductions, make alimony payments, or credit(s) for child care expenses, earned income, credit for the elderly, or residential energy credits, you may claim additional allowances to avoid having too much income tax withheld from your wages.

If you and your spouse are both employed or you have more than one employer, you should make sure that enough has been withheld. If you find that you need more withholding, claim fewer allowances or ask for additional withholding or request to be withheld at the higher "Single" status. If you are currently claiming additional withholding allowances based on itemized deductions, check the worksheet on the back to see that you are claiming the proper number of allowances.

How Many Withholding Allowances May You Claim?

Use the schedule below to determine the number of allowances you may claim for tax withholding purposes. In determining the number, keep in mind these points: if you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time; or, if you are married and both you and your spouse are employed, you may not both claim the same allowances with your employers at the same time. A nonresident alien, other than a resident of Canada, Mexico, or Puerto Rico, may claim only one personal allowance.

Completing Form W–4

If you find you are entitled to one or more allowances in addition to those you are now claiming, increase your number of allowances by completing the form above and filing it with your employer. If the number of allowances you previously claimed decreases, you must file a new Form W–4 within 10 days. (If you expect to owe more tax than will be withheld, you may increase your withholding by claiming fewer or "0" allowances on line 1, or by asking for additional withholding on line 2, or both.)

You may claim exemption from withholding of Federal income tax if you had no liability for income tax for last year, and you anticipate that you will incur no liability for income tax for this year. You may not claim exemption if your joint or separate return shows tax liability before the allowance of any credit for income tax withheld. If you are exempt, your employer will not withhold Federal income tax from your wages. However, social security tax will be withheld if you are covered by the Federal Insurance Contributions Act.

You must revoke this exemption (1) within 10 days from the time you anticipate you will incur income tax liability for the year or (2) on or before December 1 if you anticipate you will incur Federal income tax liability for the next year. If you want to stop or are required to revoke this exemption, you must file a new Form W–4 with your employer showing the number of withholding allowances you are entitled to claim. This certificate for exemption from withholding will expire on April 30 of next year unless a new Form W–4 is filed on or before that date.

The Following Information Is Provided in Accordance with the Privacy Act of 1974

The Internal Revenue Code requires every employee to furnish his or her employer with a signed withholding allowance certificate showing the number of withholding allowances that the employee claims (section 3402(f)(2)(A) and the Regulations thereto). Individuals are required to provide their Social Security Number for proper identification and processing (section 6109 and the Regulations thereto).

The principal purpose for soliciting withholding allowance certificate information is to administer the Internal Revenue laws of the United States.

If an employee does not furnish a signed withholding allowance certificate, the employee is considered as claiming no withholding allowances (section 3401(e)) and shall be treated as a single person (section 3402(l)).

The routine uses of the withholding allowance certificate information include disclosure to the Department of Justice for actual or potential criminal prosecution or civil litigation.

Figure Your Total Withholding Allowances Below

(a) Allowance(s) for exemption(s)—**Enter 1 for each personal exemption you can claim on your Federal income tax return*** . . . ______
(b) Special withholding allowance—**Enter 1 if single with 1 employer, or married with 1 employer and spouse not employed**** . . . ______
(c) Allowance(s) for credit(s) and/or deduction(s)—Enter number from tables on page 2 . . . . ______
(d) Total (add lines (a) through (c) above)—Enter here and on line 1, Form W–4, above . . . . ______

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*If you are in doubt as to whom you may claim as a dependent, see the instructions that came with your last Federal income tax return or call your local Internal Revenue Service office.

**This allowance is used solely for purposes of figuring your withholding tax, and cannot be claimed when you file your tax return.

TABLE A.—Table for Determining Number of Withholding Allowances Based on Tax Credits

Figure the number of additional withholding allowances for the amount of tax credits for child care expenses, earned income credit, credit for the elderly, or residential energy credits, from the appropriate column (see line (c) on other side). For an explanation of these credits, see the Instructions for Form 1040. Note: *Watch for announcements that could affect the number of withholding allowances you may claim.*

Allowances ▶	0	1		2		3		4		5		6	
Estimated salaries and wages from all sources:	If the amount of estimated tax credits is:												
	Under	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than
Part I Single Employees													
Under $5,000	**No additional allowances**												
5,000–15,000	250	250	500	500	700	700	900	900 or more					
15,001–25,000	350	350	700	700	1,000	1,000 or more							
25,001–35,000	550	550	950	950 or more									
Part II Head of Household Employees													
Under $5,000	**No additional allowances**												
5,000–20,000	150	150	400	400	650	650	900	900 or more					
20,001–35,000	1	1	300	300	650	650	1,000	1,000 or more					
35,001–45,000	450	450	850	850 or more									
Part III Married Employees (When Spouse is Not Employed)													
Under $8,000	**No additional allowances**												
8,000–15,000	200	200	350	350	500	500	700	700	800	800	950	950 or more	
15,001–25,000	250	250	500	500	700	700	950	950 or more					
25,001–35,000	300	300	650	650	950	950 or more							
35,001–45,000	650	650	1,050	1,050 or more									
Part IV Married Employees (When Both Spouses are Employed)													
Under $8,000	**No additional allowances**												
8,000–15,000	250	250	400	400	450	450 or more							
15,001–25,000	550	550	800	800	950	950 or more							

How to Use Table A

1 Find your filing status under Part I, II, III, or IV.
2 Using your filing status, find your estimated salaries and wages in the left column.
3 Read the shaded amounts to the right until you get to the amount of your estimated tax credits.
4 Look to the top of the column to find the number of allowances you may take for your estimated tax credits.
5 Enter this number on page 1, line (c), together with the number of allowances from Table B for itemized deductions, and alimony payments.

Example: *A taxpayer who expects to file a Federal income tax return as a single person estimates annual wages of $12,000 and tax credits of $650. The taxpayer uses Part I for single employees. The $12,000 falls in the wage bracket of $5,000 to 15,000 in the left column. Reading in the shaded area to the right, $650 falls within the estimated tax credits bracket of At least 500 But less than 700. Looking to the top of the column, the taxpayer finds that 2 allowances are permitted. The taxpayer adds "2" to the number of any allowances from Table B below and enters the total on page 1, line (c).*

TABLE B.—Table for Determining Number of Withholding Allowances Based on Itemized Deductions and Alimony Payments, if Any*

Estimated salaries and wages from all sources:	Column (A) Single Employees (only one job)	Column (B) Married Employees (one spouse working and one job only)	Column (C) Married Employees (both spouses working or employees with more than one job)
Under $10,000	$2,800	$3,900	$4,000
10,000–30,000	2,800	3,900	5,800
30,001–40,000	3,500	3,900	8,000
Over $40,000	15% of estimated salaries and wages	13% of estimated salaries and wages	23% of estimated salaries and wages

*If you are paying alimony but will not itemize deductions, figure the number of withholding allowances by dividing the estimated alimony payments by $1,000 (round off fractions to the nearest whole number) and enter on page 1, line (c).

How to Use Table B

1 Enter the amount of your estimated itemized deductions, including alimony payments, for the year . . . . . ______
2 Find your total estimated salary and wage amount in the left column. Read to the right and enter the amount from column (A), (B), or (C) for your filing status . . . . . ______
3 Subtract line 2 from line 1 . . . . . ______
4 Divide the amount on line 3 by $1,000. Enter here and on page 1, line (c) together with the number of any allowances for tax credits from Table A, above. (Round off fractions to the nearest whole number.) . . . . .

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STATE OF WEST VIRGINIA
TEACHERS RETIREMENT SYSTEM

MEMBERSHIP ENROLLMENT

To the Teachers Retirement Board,
Charleston, West Virginia. 25305

I give herewith data needed in connection with my membership in the State Teachers Retirement System. I understand that all persons employed as "teachers" (as defined in the retirement act) since July 1, 1941, are members of the retirement system, as a condition of their employment.

1. Are you a member of or retired from any of the following state supported Retirement Systems? Public Employees: ______

State Police: ______ Judges: ______

NOTE: IF YOU ANSWERED QUESTION 1 AS "__YES__", YOU ARE NOT ELIGIBLE TO PARTICIPATE IN THE WEST VIRGINIA TEACHERS RETIREMENT SYSTEM. PLEASE FILL IN SECTION 2 BELOW AND RETURN THE APPLICATION TO YOUR EMPLOYER AFTER SIGNING ON BACK.

2.

Social Security Number: ☐☐☐☐☐☐☐☐☐

Full Name: ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
(LAST) (FIRST) (MIDDLE OR MAIDEN)

Birth Date: ☐☐☐☐☐☐

Sex: ☐

DO NOT WRITE IN THIS SPACE

Membership Date ☐☐☐☐☐☐ Current Employer ☐☐☐☐

Code ☐☐☐☐☐☐☐☐☐☐ Entry Age ☐☐

3. On what date did you begin your current employment? ______________________

4. Check By (X) your title ( ) Miss; ( ) Mr.; ( ) Mrs.

5. Your Permanent Address: ______________________
(STREET)

____
(CITY) (STATE) (ZIP CODE)

6. Name of County, or educational institution, by which employed: ______________________

______________________ Position: ______________

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(Please complete reverse side . . .)

7. **Summary of your service** — INCLUDE SERVICE OUTSIDE OF WEST VIRGINIA AND SERVICE RENDERED UNDER ANY W. VA. RETIREMENT SYSTEM AS OUTLINED IN QUESTION #1.

	1 NAME OF COUNTY OR EDUCATIONAL INSTITUTION	2 YEARS OF SERVICE TO DATE	3 NUMBER OF YEARS TAUGHT
EXAMPLES:	1. Ohio County 2. West Virginia University	1935-41 1941-64	6 23
1.			
2.			
3.			
4.			
5.			

8. Did you ever serve in the Armed Forces of the United States: Yes ________ No ________

If YES, please forward copy of your discharge for verification of service credit.

9. Circle the number of months you serve in a school year. 9. 10. 11. 12. ____________________ Monthly Salary

10. **DESIGNATION OF BENEFICIARY PRIOR TO RETIREMENT:**

I hereby nominate and appoint ____________________ (NAME OF BENEFICIARY) (ONE OR MORE) (DATE OF BIRTH)

____________________ (DATE OF BIRTH)

whose address is ____________________ (GIVE ADDRESS OF BENEFICIARY)

____

as my beneficiary, whose relationship to me is that of ____________________. I hereby direct, in the event of my death prior to my withdrawal from membership in the State Teachers Retirement System, that the retirement board by authorized and directed to pay the amount of my accumulated contributions to the person or persons named above. I reserve the right to change my beneficiary at any time by giving notice of said change in writing to the retirement board.

Circle one if two or more beneficiaries are named.

(1) Each to share equally and survivor to receive all.

(2) First beneficiary to receive all; but, upon his death, second beneficiary to become beneficiary.

Date ____________________ Signed ____________________

Signature of two (2) witnesses

Witnesses (1) ____________________ (NAME) ____________________ (ADDRESS) ZIP CODE

(2) ____________________ (NAME) ____________________ (ADDRESS) ZIP CODE

NOTE: IF YOU HAVE PREVIOUSLY ENROLLED IN OUR SYSTEM, PLEASE DESIGNATE NAME USED ON THE ORIGINAL FORM: Same: ________ Other: ____________________

POST-EMPLOYMENT INFORMATION
EMPLOYEES OF THE PLEASANTS COUNTY
BOARD OF EDUCATION

Name: ____________________

Name of Spouse: ____________________

Address: ____________________

____

Date of Birth: ____________ Place of Birth: ____________

Marital status: Married ________ Single ________ Widowed ________

Divorced ________ Separated ________

Number of dependents: ________

Date of graduation from high school: ____________________

Any previous legal name(s) used: ____________________

____

Proof of naturalization: ____________________

Have you served in U. S. Armed Forces? ____________________

Induction date: ____________ Discharge date: ____________

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2/76

WEST VIRGINIA PUBLIC EMPLOYEES INSURANCE BOARD
ACCEPTANCE AND PAYROLL DEDUCTION AUTHORITY

EMPLOYEE'S NAME ______________________________________
LAST NAME FIRST NAME MIDDLE INITIAL

SS. NO. ______________ ACCOUNT NUMBER ______________ DEPT. ______________

HOME ADDRESS: ______________ CITY OR TOWN: ______________ ZIP CODE: ______________

HOME TELEPHONE: ______________ BUSINESS TELEPHONE: ______________

DATE OF BIRTH: ______________ SEX: ______ MALE ______ FEMALE

DATE OF EMPLOYMENT: ______________

SPOUSE'S BIRTH DATE: ______________ EFFECTIVE DATE: ______________

LIFE INSURANCE AMOUNT: ______________ COVERAGE CODE: ______________

☐ I HEREBY ACCEPT THE FORMS OF GROUP INSURANCE PRESENTLY CONTRACTED FOR BY THE STATE OF WEST VIRGINIA WITH THE EQUITABLE LIFE ASSURANCE SOCIETY OF THE UNITED STATES AND AUTHORIZE UNTIL REVOKED BY ME IN WRITING THE DEDUCTION FROM MY EARNINGS OF AMOUNTS SUFFICIENT TO COVER MY CONTRIBUTIONS TOWARD THE PREMIUM UNDER SAID GROUP INSURANCE CONTRACTS.

☐ THE BENEFITS HAVE BEEN EXPLAINED TO ME AND I REFUSE TO PARTICIPATE.

☐ I WISH TO ENROLL MY ELIGIBLE DEPENDENTS. (LIST DEPENDENTS ON BACK OF FORM.)

☐ I DO NOT WISH TO ENROLL MY ELIGIBLE DEPENDENTS.

____
DATE CARD IS SIGNED

____
SIGNATURE OF EMPLOYEE

SEE REVERSE SIDE

WEST VIRGINIA PUBLIC EMPLOYEES INSURANCE BOARD
ACCEPTANCE AND PAYROLL DEDUCTION AUTHORITY FOR
OPTIONAL LIFE INSURANCE AND ACCIDENTAL DEATH AND DISMEMBERMENT INSURANCE

EMPLOYEE'S NAME ______________________________________
LAST NAME FIRST NAME MIDDLE INITIAL

SS. NO. ______________ ACCOUNT NUMBER ______________

DATE OF BIRTH ______________ AGE ______ DATE OF EMPLOYMENT ______________

MALE ______ FEMALE ______ DEPARTMENT ______________ EFFECTIVE DATE: ______________

ARE YOU PRESENTLY ENROLLED FOR LIFE INSURANCE? ☐ YES ☐ NO

COVERAGE CODE: ______________

CHECK YOUR CHOICE OF ONE OF THE THREE PLANS SHOWN BELOW:

AGE	PLAN I	PLAN II	PLAN III
Under 65	☐ $5,000	☐ $10,000	☐ $20,000
65 — 66	☐ 2,500	☐ 5,000	☐ 10,000
67 — 69	☐ 1,250	☐ 2,500	☐ 5,000
70 and over	☐ 1,000	☐ 1,000	☐ 1,000

Please complete reverse side.

8-0841A

PLEASANTS COUNTY SCHOOLS
St. Marys, West Virginia

REQUEST FOR EXTENDED PAY PERIODS

I hereby request as an employee of the Pleasants County Board of Education, that my annual salary be paid in twenty-four payments beginning with the 19_____ - 19_____ school year.

I understand that I will not be permitted to change this method of payment until the County Office is notified in writing to discontinue the plan for the following year.

Signature____________________________

Date_________________________________

PC-EPP-2
2-79

OFFICE PROCEDURES MODULE

UNIT VI-A - TELEPHONE TECHNIQUES

UNIT VI-B - HUMAN RELATIONS

UNIT VI-C - FILING

UNIT VI-D - DECISION MAKING/PRIORITIES

Upon completion of the job sheets in this module, you will be able to:

1. Make a general outgoing telephone call
2. Answer the telephone and record messages
3. Make long distance telephone calls
4. Keep records of long distance phone calls
5. List and define four common methods of telecommunications
6. Answer the telephone and take messages for the school
7. Define a list of terms relating to human relations
8. Rate your personality and understand yourself
9. List successful work attitudes for the business office
10. Classify and understand employers
11. Use principles of human relations
12. List and explain the basic filing system
13. File alphabetically
14. File numerically, geographically and alphabetically
15. Define and list four basic types of micrographics
16. Maintain files of disks
17. Prepare a typewritten report on ways to organize your work efficiently and conserve time and energy when performing office tasks
18. Develop a schedule to analyze the time you spend on major activities in this class
19. Make decisions and set priorities
20. Participate in a simulation with in-basket activities

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 1

TASK: Making a general outgoing telephone call

MATERIALS NEEDED:

1. Telephone equipment
2. Information Sheet VI-A-1
3. Telephone directory
4. Student checklist
3. Paper
4. Pen or pencil

LEARNING ACTIVITIES:

1. Get a copy of the telephone directory and answer the following questions. Participate in a class discussion on your answers.

    (a) What are the two sections of the telephone directory?
    (b) What are the differences between the two?
    (c) How are company names with an individual's name listed in the white pages?
    (d) How are businesses listed if their names begin with a number?
    (e) How are businesses listed if letters are used instead of a name?
    (f) Why are some names cross-referenced?
    (g) What would you look under to find federal agencies? State agencies?
    (h) How do you find a number in the yellow pages?

2. A representative from the phone company will talk to the class and show a movie and/or filmstrip on proper telephone techniques. Participate in a class discussion with the representative on the proper way to handle various situations on the telephone. Also, feel free to ask the representative any questions you may have.

3. Attend a lecture/demonstration by your instructor on the proper way of dealing with people over the telephone. Get into small groups of two and role play situations where you make general outgoing telephone calls to get information. Have your instructor listen to at least two of your role playing situations.

4. Obtain Information Sheet VI-A-1 from your instructor. Choose one of the questions listed on the information sheet. You must plan and place the call to the proper party and request and record the information. (A telephone directory and the student checklist can be used for reference when planning your call.) You must receive a satsifactory rating on the student checklist.

EVALUATION:

At the completion of this job sheet, you will be able to place a general outgoing telephone call to obtain specific information. You must receive a satisfactory rating on the student checklist.

OFFICE PROCEDURES MODULE

UNIT VI-A

INFORMATION SHEET VI-A-1

Directions: Choose one of the following questions. You must plan and place the call to the proper party and request and record the information.

1. Where and how do I apply for a Social Security number?

2. Is the Circuit Court in session? If not, when does it convene?

3. When is the deadline for having a car's license renewed?

4. When and how can I obtain a copy of my birth certificate?

5. Where can I find a list of names and addresses of county officials?

6. Where do you have to pay your personal property tax and what are the taxes based upon?

7. What do you have to do to obtain a marriage license?

8. When and how can I start a checking account?

9. When and how can I get a phone installed in my home?

10. When is the next board of education meeting and how can I get on the agenda to speak at the meeting?

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 1

STUDENT CHECKLIST

	SATISFACTORY	UNSATISFACTORY
1. Identified organization to call	________	________
2. Planned the call	________	________
3. Placed the call properly	________	________
4. Obtained the correct answer to the question	________	________

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 2

TASK: Answering the telephone and recording messages

MATERIALS NEEDED:

1. Paper
2. Pen or pencil
3. Information Sheet VI-A-2
4. Telephone message forms
5. Student checklist

LEARNING ACTIVITIES:

1. Attend a lecture/demonstration by your instructor on the proper way of answering the telephone. Participate in a class discussion on the important points to remember when answering the phone, such as the following:

   (a) Remove the telephone receiver.
   (b) State name and the name of the organization.
   (c) Establish caller's name and organization.
   (d) Establish to whom caller wishes to speak.
   (e) Transfer call to requested party.
   (f) If transfer cannot be completed, record caller's name, organization, phone number, and any message.
   (g) Use appropriate closing to end the phone call.
   (h) Replace the receiver.

2. Get into small groups of two and role play situations where you answer the telephone. Your instructor will assign you two situations to act out. Take turns acting like the secretary. Be prepared to particpate in a class discussion on all of the role playing situations. Discuss the good and bad points of each situation.

3. Obtain Information Sheet VI-A-2 and telephone message forms from your instructor. Record telephone messages for all three telephone calls listed on the information sheet. Also, record each message accurately and clearly. Be sure to include the following when recording the message:

   (a) Exact time and date of the call
   (b) Caller's name and organization (spelled properly)
   (c) Caller's phone number and extension (include area code if it is a long distance call)
   (c) Details of the message
   (d) Your initials

4. Choose another person from your class to be a partner in role playing situations. Your instructor will assign you two telephone situations to plan and act out. Take turns acting like the secretary. Be sure to plan your call carefully to include all necessary information for both parties. You may use the student checklist as a guide when planning your calls. You must receive a satisfactory rating on the student checklist when role playing your situations.

5. Get into small groups of two again and role play impromptu situations. Your instructor will have different situations on slips of paper in a container. You and your partner will pick a slip of paper out of the container. Read the situation orally to the class and then role play the situation. You will have five minutes to plan your call.

EVALUATION:

At the completion of this job sheet, you will be able to answer the telephone properly and record messages accurately and clearly. You must receive a satisfactory rating on the student checklist.

OFFICE PROCEDURES MODULE

UNIT VI-A

INFORMATION SHEET VI-A-2

Directions: Record telephone messages on telephone message forms for the following telephone calls:

1. Betty Prigga called Debbie Frederick this morning at 9:20. Mrs. Prigga wants to enroll her grandson in nursery school. She would like Mrs. Frederick to return her call today sometime before 2:30 p.m. Her telephone number is (304) 652-1301.

2. Diana Stender called Linda Hooley this afternoon at 1:30 to set up a tour of the office facilities. She would like to bring 25 students from Stender High School's office practice class to tour the offices some Tuesday morning next month if possible. Mrs. Stender will return the call tomorrow at 11:30 a.m.

3. Vanessa Coartney called Genie Ankrom at 10:00 this morning to find out if she could ride with Genie to the secretarial staff meeting this evening. Mrs. Coartney would like Mrs. Ankrom to return her call before 3:30 this afternoon. Her telephone number is 684-2464.

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 2

STUDENT CHECKLIST

	SATSIFACTORY	UNSATISFACTORY
1. Telephone answered promptly.	______	______
2. Gave name and organization.	______	______
3. Established to whom caller wanted to speak	______	______
4. Transfer made without disconnecting call.	______	______
5. Made inquiries and provided information to eliminate the need to call back.	______	______
6. Message included date and time of call, caller's name and organization, caller's phone number, details of message, and reference initials.	______	______
7. Spoke directly into mouthpiece.	______	______
8. Spoke distinctly, at a moderate rate, and in a pleasant tone.	______	______
9. Ended the call appropriately.	______	______
10. Acted with poise and confidence.	______	______

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 3

TASK: Making long distance telephone calls

MATERIALS NEEDED:

1. Telephone directory
2. Information Sheet VI-A-3
3. Paper
4. Pen or pencil

LEARNING ACTIVITIES:

1. Get a copy of the local telephone directory. Using the index, find the pages which contain the area codes and time zones. If it is 9:00 a.m. at school, write down on a sheet of paper the times of the following locations and the area code you would have to dail.

Location	Time	Area Code
Huntington, WV		
Chicago, IL		
Dallas, TX		
Myrtle Beach, SC		
San Francisco, CA		
Baton Rouge, LA		
Tulsa, OK		
Denver, CO		

2. Using the index of the telephone directory, find the pages which contain information about the different types of telephone calls. Explain the following on a sheet of paper.

   (a) Station-to-station calls

   (b) Person-to-person calls

   (c) Collect calls

    (d) Credit card calls

    (e) Conference calls

    (f) Overseas calls

    (g) Inward wide area telecommunication services

3. Attend a lecture/demonstration by your instructor on long distance dialing instructions. Take notes on special instructions for the following:

    (a) Direct distance dialing

    (b) How to call within West Virginia

    (c) Operator assisted calls

    (d) Out of town directory assistance

    (e) If you reach a wrong number

4. Practice making each type of call using the locations listed in Learning Activity #1, using a disconnected telephone. Have your instructor check your procedure on at least two of the calls.

5. Obtain Information Sheet VI-A-3 from your instructor and complete it as directed. You may use a telephone directory when answering the questions pertaining to each case.

6. When you have answered the questions correctly to all three case descriptions, turn them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to answer questions with 95% accuracy on three case descriptions relating to long distance telephone calls.

OFFICE PROCEDURES MODULE

UNIT VI-A

INFORMATION SHEET VI-A-3

DIRECTIONS: Use a telephone directory and answer the following questions after each of the three cases.

CASE 1

Your employer wants you to place a call to a client in San Francisco. It is important that you get in touch with the client before she leaves her home at 9:00 a.m. Your employer does not know her telephone number but you have her name and address.

1. What number do you call to get her telephone number?
2. Would it be cheaper or more expensive to use Direct Distance Dialing?
3. Approximately what time would you place the call?

CASE 2

You must call a company that has a WATS line for your employer. You know the name of the company and the city in which it is located, but you do not know the telephone number. You call and get the number, but you dial the wrong number (instead of dialing 1-800-304-7000, you dial 1-800-304-7090). You redial and reach the party you need.

1. What number did you dial to receive the telephone number of the WATS line?
2. Should you call and report the wrong number to the operator?

CASE 3

You must contact clients at their place of employment for your employer. You have a sheet of paper with the following information.

Cindy Swiger - Chicago, IL - 372-5521

Tracy Jones - Huntington, WV - 696-3170

Jason Bryce - Joplin, MO

John B. Day - Collect - Kansas City - 364-9721

1. What are the numbers you would dial to reach Cindy Swiger?

2. What are the numbers you would dial to reach Tracy Jones?

3. What are the numbers you would dial to reach John B. Day?

4. If it is 9:00 a.m., what calls can you make immediately?

5. Which call must be placed through the operator?

OFFICE MACHINES MODULE

UNIT VI-A

JOB SHEET 4

TASK: Keeping records of long distance phone calls

MATERIALS NEEDED:

1. Information Sheet VI-A-4
2. Log book form
3. Telephone call forms
4. List of calls that have been made
5. Pen or pencil

LEARNING ACTIVITIES:

1. Obtain Information Sheet VI-A-4 on "Recording long distance telephone calls" and read it carefully. Do the exercises at the end of the information sheet and have your instructor check your work.

2. Obtain from your instructor a log book, blank telephone call forms, and a list of telephone calls that have been made. Fill out the log book and transfer the information from the log book to the telephone call forms.

3. After you have recorded all 5 telephone calls properly, turn your work in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to keep records of long distance telephone calls. You must make all the entries in the log book and on the call forms with 100% accuracy.

OFFICE PROCEDURES MODULE

UNIT VI-A

INFORMATION SHEET VI-A-4

RECORDING LONG DISTANCE TELEPHONE CALLS

You will keep a log book of long distance telephone calls in order to check the telephone bill for accuracy and to charge the correct office accounts for the calls. A log book may be a large spiral or looseleaf notebook, and the pages should have columns for the following entries:

1. Date of call
2. Time of call
3. Type of call (i.e. person-to-person, direct dialed, etc.)
4. City and state called
5. Numer called
6. Account chargeable
7. Name of person placing call
8. Cost of call

Each call should be recorded in the log book at the time it is made. After recording the call in the log book, you should fill out a telephone call form. The call form is used as a reference and accounting source, and the form should contain the following information:

1. Date and time of call
2. City and state called
3. Number called
4. Name of person called
5. Account chargeable
6. Name of person placing call
7. Caller's initials
8. Purpose of call

The secretary should fill in the date and time of call, the place called, the number called, the name of the caller, and the account chargeable. The secretary should then have the caller fill in the name of the person called, the purpose of the call, and the caller's initials. The secretary should retrieve the form from the caller and attach it to the appropriate office or client file.

If your employer places a call without your assistance, you must have him or her fill out a telephone call form and transfer the information on the form to your log book. It must be stressed that all long distance calls made must be recorded in the log book, as this is your only accounting source.

Practice Exercises:

1. Name the eight entries that should be made in the log book.
2. Name the five entries that the secretary should make on the telephone call form.
3. Name the three entries that the caller should make on the telephone call form.
4. Name four steps that a secretary should follow in recording telephone calls.
5. Be prepared to discuss your answers to the above questions in class.

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 4

LIST OF LONG DISTANCE TELEPHONE CALLS

Directions: Following is a list of long distance telephone calls made during one week in October. Fill in the necessary information about each call in the log book form and then transfer the information from the log book form to the telephone call forms.

1. On October 19 at 10:45 a.m. John Armstrong, Sales Manager, placed a call to Jason Bryce in New York City at telephone number 212-123-0000. The call concerned the possibility of Mr. Bryce purchasing some equipment from our firm.

2. On October 19 at 1:30 p.m. John Blaze, Purchasing Agent, placed a call to Martin Riggs in Newport, Kentucky at telephone number 606-321-0010. The call concerned some supplies ordered from Mr. Riggs that may have been lost in transit.

3. On October 22 at 11:30 a.m. Michael M. Starr, Personnel Manager, placed a call to XYZ Insurance Co., Cincinnati, Ohio at telephone number 513-000-1234. The call concerned employee benefits.

4. On October 22 at 2:20 Sue Armstrong, Secretary to the Sales Department, placed a call to The Typewriter Repair Corporation in Parkersburg, West Virginia at telephone number 304-422-8910. The call referred to some equipment that needs repaired.

5. On October 24 at 9:10 a.m. Sue Armstrong placed a call to The Trophy Store to order tropies for the company's annual banquet. The Trophy Store is located in Marietta, Ohio, and the telephone number is 614-123-4567.

TELEPHONE LOG BOOK

Telephone Calls recorded for the month of ______________, 19__

DATE OF CALL	TIME OF CALL	NAME, CITY, AND STATE OF PERSON CALLED	PHONE NUMBER	NAME AND DEPT. OF PERSON PLACING CALL	COST OF CALL

LONG DISTANCE TELEPHONE CALLS

DATE: ______________ TIME: ____A.M. ____P.M. COST OF CALL: _______

CITY & STATE CALLED: ____

PHONE NUMBER: ____

PARTY CALLED: ____

PERSON PLACING CALL: ____

INITIALS: ______

LONG DISTANCE TELEPHONE CALLS

DATE: ______________ TIME: ____A.M. ____P.M. COST OF CALL: _______

CITY & STATE CALLED: ____

PHONE NUMBER: ____

PARTY CALLED: ____

PERSON PLACING CALL: ____

INITIALS: ______

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 5

TASK: Listing and defining four common methods of telecommunication

MATERIALS NEEDED:

1. Word Processing Concepts
2. Paper
3. Blue and black ink pen
4. Pencil
5. Information Sheet VI-A-5
6. Test VI-A-5

LEARNING ACTIVITIES:

1. Read pp. 23-25 in Word Processing Concepts and view the transparency on "Distribution by Telecommunication." (Your instructor will give a brief lecture on telecommunication while you are viewing the transparency.) Pay particular attention to the four common methods of telecommunication.

2. Participate in a class discussion on telecommunication and how it relates to word processing.

3. On a sheet of paper, list the four common methods of electronic mail that come under the heading of telecommunication and briefly describe each method.

4. Take a field trip to a business office in your community that uses some type of telecommunication. During the field trip ask some questions to help you better understand the advantages of telecommunications. Following is a list of sample questions you may wish to ask:

   (a) What type of telecommunication equipment do you have?
   (b) What are some of the advantages of this equipment?
   (c) Is on-the-job training available for operating this equipment?
   (d) How long does it take to be trained on this equipment?
   (e) Do several people operate this equipment?

5. Obtain Information Sheet VI-A-5, which contains a word search game, from your instructor and complete it as directed. All the words used in this game relate to telecommunication. Be sure you read and learn the definition of each of these words.

6. Obtain Test VI-A-5 from your instructor and complete it as directed. This test contains a list of words relating to telecommunications, and you must match each word with the correct definition.

7. After you have completed the test and rechecked your answers, turn the test in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to list four common methods of telecommunication and pass a test on definitions of telecommunication terms with at least 80% accuracy.

OFFICE MACHINES MODULE

UNIT VI-A

INFORMATION SHEET VI-A-5

Directions: Search for the following telecommunication terms in the word puzzle on the following page. Circle each word you find. Also, be sure to read and learn the definitions of each of the following terms.

1. TWX - teletypewriter exchange service provided by Western Union (transmits at 100 wam)

2. TELEX - teletypewrtier exchange service provided by Western Union (transmits at 66 wam)

3. FACISIMILE - sending a picture of a page

4. MAILGRAM - overnight delivery service which combines services of Western Union and the U.S. Postal service

5. ELECTRONIC MAIL - used to transmit large volumes of mail faster and at a lower cost

6. TERMINAL - a sending and receiving station

7. TELECOPIER OR FACISIMILE TRANSCEIVER - converts copy into electrical impulses

8. COUPLER - unit which connects the typewriter to a telephone line

9. TELETYPEWRITER - by dialing a special code, this machine can send and receive messages from another terminal

10. TELECOMMUNICATION - involves use of telephone and telegraph lines to transmit the written word as well as the spoken word

TELECOMMUNICATION WORD SEARCH

S	T	P	L	M	E	Y	Q	S	T	R	P	O	M	P	S	Q
T	A	B	J	G	Z	T	E	R	M	I	N	A	L	W	J	X
O	E	H	N	A	A	N	P	Y	X	O	R	Q	Y	I	B	D
D	C	L	F	B	M	Z	S	V	R	G	K	T	E	F	C	R
X	D	E	E	A	O	U	N	U	L	X	H	Z	H	L	G	E
L	E	L	Y	C	C	W	Y	I	T	J	I	W	A	U	M	T
E	G	E	D	X	O	Z	A	K	X	V	K	L	T	F	G	I
M	I	T	E	I	U	M	W	L	Y	N	R	Q	E	K	O	R
R	H	R	H	J	P	W	M	R	S	O	T	P	V	P	M	W
Z	S	O	U	O	L	I	L	U	T	M	E	Q	F	E	L	E
T	R	N	P	R	E	K	U	M	N	A	L	R	X	M	N	P
Y	M	I	J	C	R	V	H	Z	A	I	E	C	S	D	J	Y
F	A	C	S	I	M	I	L	E	J	Q	C	E	I	K	X	T
M	Q	M	R	P	O	N	U	T	B	Z	O	A	V	W	G	E
G	L	A	S	Q	A	M	T	W	I	C	P	S	T	D	N	L
B	W	I	B	K	U	D	E	F	L	A	J	G	Y	I	H	E
T	E	L	E	X	L	V	G	V	W	G	E	Z	B	D	O	T
A	F	B	D	B	H	E	H	X	C	A	R	F	C	E	C	N

OFFICE PROCEDURES MODULE

UNIT VI-A

TEST VI-A-5

Directions: Put the letter of the definition that corresponds with the appropriate telecommunication terms in the blank to the left of each term.

___ 1. Communicating, Text-Editing Typewriters

___ 2. TWX/Telex

___ 3. Facisimile

___ 4. Mailgram

___ 5. Electronic Mail

___ 6. Terminal

___ 7. Telecopier or facisimile transceiver

___ 8. Coupler

___ 9. Teletypewriter

___10. Telecommunication

a. teletypewriter exchange services provided by Western Union

b. overnight delivery service which combines services of Western Union and the U.S. Postal service

c. unit which connects the typewriter to a telephone line

d. converts copy into electrical impulses

e. typewriters that can communicate with each other or with a computer

f. sending a picture of a page

g. used to transmit large volumes of mail faster and at a lower cost

h. a sending and receiving station

i. involves use of telephone and telegraph lines to transmit the written word as well as the spoken word

j. by dialing a special code, this machine can send and receive messages from another terminal

k. voice, data, and images can be transmitted throughout the world

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 6

TASK: Answering the telephone and taking messages for the school

MATERIALS NEEDED:

1. School telephone
2. Telephone message forms
3. Paper
4. Pen or pencil
5. Student Checklist

LEARNING ACTIVITIES:

1. Your instructor will demonstrate how to operate the telephone equipment at your school. If you have any questions, ask your instructor during the demonstration.

2. Role-play a telephone call from your instructor. (Since there is more than one line to the school, this can be done.) Your instructor will call you and ask for a particular individual at the school. Be sure to do the following during the telephone call:

   (a) Remove the telephone receiver
   (b) State the name of your school and "Student Receptionist Speaking"
   (c) Establish caller's name and organization
   (d) Establish to whom caller wishes to speak
   (e) Transfer call to requested party or tell the requested party that he/she has a telephone call
   (f) If transfer cannot be completed, take a message
   (g) Use appropriate closing to end the phone call
   (h) Replace the receiver

3. Take turns with the rest of the students answering the phone for the school for a period of one week. After the rest of the class rotates through this position, you may be called upon to answer the phone for another week.

4. If you are unsure about anything during a telephone call, put the person on hold and ask for help. (Ask either your teacher or the school secretary for assistance.)

5. You must receive satisfactory rating on the student checklist during the week you are answering the phone for the school. The student checklist will be filled out by your instructor and the school secretary.

EVALUATION:

At the completion of this job sheet, you will be able to answer the phone for the school for a period of at least one week. You must receive satisfactory ratings on the student checklist during the week you are answering the phone for the school.

OFFICE PROCEDURES MODULE

UNIT VI-A

JOB SHEET 6

STUDENT CHECKLIST

	SATISFACTORY	UNSATISFACTORY
1. Telephone answered promptly.	______	______
2. Said the name of the school and "Student Receptionist Speaking"	______	______
3. Established to whom caller wanted to speak	______	______
4. Transfer made without disconnecting call	______	______
5. If transfer could not be made, a message was taken which included all necessary information	______	______
6. Demonstrated initiative and asked questions	______	______
7. Acted with poise and confidence	______	______
8. Dressed appropriately to serve as student receptionist	______	______

OFFICE PROCEDURES MODULE

UNIT VI-B

JOB SHEET 1

TASK: Defining a list of terms relating to human relations

MATERIALS NEEDED:

1. Information Sheet VI-B-1
2. Dictionary or other reference materials to look up human relations terms
3. Paper
4. Pen or pencil
5. Bingo card containing human relation terms
6. Test VI-B-1

LEARNING ACTIVITIES:

1. Obtain Information Sheet VI-B-1 from your instructor. The first page contains 15 human relations terms that are already defined for you. Keep this list for future use. The second page contains a list of 15 human relations terms for you to define.

2. Define all 15 terms and put the definitions in your own words; do not use a definition straight from the dictionary. Use the list of terms already defined as a guide in wording your definitions.

3. Participate in a class discussion about these terms and their importance in working with fellow workers. Feel free to change some of your definitions during the discussion if you think another definition is better than yours.

4. Participate in a game of bingo using the human relation terms and definitions. Your instructor will give you a bingo card to use that has the human relations terms in place of the numbers that usually appear on a bingo card. The instructor or another member of the class will read out the definitions of different terms. You are to mark the word that corresponds with the definition. When you have terms marked on your card that make a bingo, let the class know by calling "Bingo!" When you make a bingo, your card will be checked to make sure the definitions of the words you marked were called.

5. Study all 30 terms carefully to prepare for a test. (The test will contain 20 of the 30 words.) Be sure you can spell and define these terms correctly before taking the test.

6. Obtain Test VI-B-1 from your instructor and complete it as directed. Recheck all your answers carefully and then turn your test in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to define and spell a list of 20 human relations terms with at least 90% accuracy.

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OFFICE PROCEDURES MODULE

INFORMATION SHEET VI-B-1

Human Relations Terms

1. Human relations - Relationship between people. The ability to understand basic human needs.
2. Cooperation - The ability to get along with others. Team work is essential to the operation of an office.
3. Pleasantness - The ability to put people at ease. Friendliness. Contributes to a pleasant atmosphere in the office.
4. Thoughtfulness - The ability to express genuine concern for others and for their problems. People can "easily spot" insincerity.
5. Tact - The ability to overlook "unacceptable behavior" and to react in a manner to avoid or to soothe ruffled feelings in spite of the actions. Also, the ability to smooth over difficult situations that occasionally flare up creating short tempers and hostility.
6. Mature judgment - The ability to deal with a wide range of situations and to make decisions regarding policies, rules, and regulations--knowing when to "bend" a regulation or instruction for the good of all concerned.
7. Empathy - The ability to sense how someone else feels, to understand what makes that person comfortable, confident, nervous, angry, hostile, happy, aggressive, etc.
8. Objectivity - The ability to look at personal situations impersonally. The ability to recognize what is crucial and what is not. The ability to control likes and dislikes and act for the good of all concerned--whether it is to your advantage or not.
9. Discretion - The ability to refrain from divulging business and personal information which may be damaging to the company or to others (customers or personnel).
10. Versatility - The ability to adapt easily to many different situations without losing poise or self-confidence.

11. Flexibility - The ability to cope with changes and adjust your work to whatever changes may occur.

12. Initiative - The ability to see what needs to be done and to initiate action without specific instructions.

13. Loyalty - The ability to accept full responsibility for your job and to do it enthusiastically. Often this means making a choice between the job and your personal desires--when there is a conflict between the two.

14. Dependability - The ability to carry out a task under agreed-upon procedures. The ability to handle positions and situations of responsibility.

15. Accuracy - The ability to exhibit accuracy in all areas and phases of your work; that is, to take the time to double check for correct names, addresses, dates, times, figures, etc.

Define the following terms:

1. Goodwill -

2. Image -

3. Attitude -

4. Competent -

5. Gracious -

6. Appropriate -

7. Characteristics -

8. Cope -

9. Cordial -

10. Introvert -

11. Genuine -

12. Hostility -

13. Regulations -

14. Initiate -

15. Extrovert -

HUMAN RELATIONS BINGO
(Sample Card)

Human Relations	Cooperation	Objectivity	Competent	Empathy
Discretion	Versatility	Flexibility	Initiative	Loyalty
Dependability	Goodwill	Appropriate	Attitude	Image
Regulations	Hostility	Extrovert	Cope	Cordial
Thoughtfulness	Accuracy	Gracious	Introvert	Tact

OFFICE PROCEDURES MODULE

UNIT VI

TEST VI-B-1

Directions: Define the following human relations terms:

1. Human relations -
2. Cooperation -
3. Empathy -
4. Objectivity -
5. Discretion -
6. Versatility -
7. Flexibility -
8. Initiative -
9. Loyalty -
10. Dependability -
11. Goodwill -
12. Image -
13. Attitude -
14. Competent -

15. Cope -

16. Cordial -

17. Introvert -

18. Extrovert -

19. Hostility -

20. Regulations -

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OFFICE PROCEDURES

UNIT VI-B

JOB SHEET 2

TASK: Rating your personality and understanding yourself

MATERIALS NEEDED:

1. Information Sheet VI-B-2
2. Paper
3. Pen or pencil

LEARNING ACTIVITIES:

1. Choose a partner whom who do not know very well. Get together with your partner and ask each other the following questions:

   (a) What is your name?
   (b) What grade are you in?
   (c) Do you have any brothers and sisters?
   (d) What are your hobbies?
   (e) What is your favorite subject in school? Why?
   (f) What is your least favorite subject in school? Why?
   (g) What are your future plans?
   (h) What is something unusual or funny that has happened to you during the past few years?
   (i) If you could take a trip anywhere in the United States, where would you like to go?
   (j) If you could live anywhere in the United States, where would you like to live? Why?

   After you finish asking each other the questions, introduce each other to the class and tell the class about each other. (You may use notes if needed.)

2. Obtain Information Sheet VI-B-2 from your instructor and rate your own personality. Try to be objective. (Most of us can use some improvement.)

3. On a sheet of paper list your personality traits which need some improvement (anything not rating as good or excellent).

4. Write a plan for improving these personality traits. You may discuss your goals with your instructor to get helpful suggestions for improvement of personality traits.

5. Your instructor will also fill out a personality rating sheet on you. After you have completed this form on yourself, compare your own evaluation to that of your instructor's evaluation of you. Discuss with your instructor any discrepancies you may have.

6. Obtain an envelope from your instructor. Place your personality rating sheets and your plan of improvement in the envelope. It will be placed in your folder. At the end of the semester, get this envelope and rate yourself again. Also, have your instructor rate you again. Note the improvements.

7. With the help of your instructor and classmates, identify the job areas for which you feel you are best suited. List areas of your personality you will need to develop in order to perform your chosen job. Participate in a class discussion on why these personality factors are important in performing the skills of your chosen job.

8. Form groups of three to five students and discuss the following problem:

   While touring an old underground cave, there was a rock slide. Five people are trapped in the cave and only three of them will survive. Who do you think should survive?

   (a) Mike Konnovitch, age 36, a physician
   (b) Sue Armstrong, age 28, a pregnant woman
   (c) Blanche Plum, age 40, a scientist
   (d) Father Jones, age 60, a priest
   (e) Scott Hooley, age 22, a professional athelete

9. After all the groups have reached a decision, have a representative from your group write on the blackboard the results of your group.

10. Participate in a class discussion reacting to the decisions of the various groups. At the end of the discussion, take a vote to decide on the three survivors. Each member of the class can vote for three people. The three people with the most votes will be the survivors. Compare the class results to your group's results.

EVALUATION:

At the completion of this job sheet, you will be able to understand yourself and rate your own personality by filling out a personality rating sheet.

SELF-RATING YOUR PERSONALITY

DIRECTIONS: Rate your own personality by placing a check mark in the space which best expresses your judgment about yourself.

PERSONALITY RATING

Trait	Excellent	Good	Fair	Poor	Very Poor
APPEARANCE					
ATTITUDE					
COOPERATION					
COURTESY					
DEPENDABILITY					
DESIRE TO SUCCEED					
ENTHUSIASM					
FRIENDLINESS					
HEALTH					
HONESTY					
INITIATIVE					
LEADERSHIP					
LOYALTY					
MORALITY					
NEATNESS					
OPEN-MINDNESS					
PUNCTUALITY					
SELF CONTROL					
SENSE OF HUMOR					
TACT					

OFFICE PROCEDURES MODULE

UNIT VI-B

JOB SHEET 3

TASK: Listing successful work attitudes for the business office

MATERIALS NEEDED:

1. Reference Materials
   a. Human Relations in Business, pp. 74-92
   b. Office Procedures, pp. 53-59
   c. Secretarial Office Procedures, pp. 17-24
   d. General Office Procedures, pp. 43-56
2. Paper
3. Pen or pencil

LEARNING ACTIVITIES:

1. Your instructor will give a lecture on getting along with co-workers. If available, read the information on human relations from at least one of the references listed under Materials Needed.

2. Participate in a class discussion on positive and negative attitudes as related to office workers and the importance of getting along with fellow employees.

3. Get into groups of four or five and role-play some of the attitudes which have been identified during the class discussion. Each group should role-play a positive and a negative attitude.

4. Draw a T-account on a sheet of paper and label the left side assets and the right side liabilities. Under the asset side, list all your assets that you feel will help you to have a successful work attitude. Under the liability side, list all your liabilities that you feel will hinder you in developing a successful work attitude. Once you have recognized your liabilities, discuss with your classmates and your instructor how these liabilities can be turned around so that they can become assets.

5. Your instructor will draw a T-account on the blackboard. Participate in this activity by telling some of your assets and liabilities. Your instructor will put the assets and liabilities of the whole class on the blackboard. Discuss the importance of the assets in dealing with human relations. Discuss how the liabilities can be changed into assets.

6. On a sheet of paper list and briefly define at least ten successful attitudes toward office work. Turn this list in to your instructor for grading. (Remember, these are attitudes that you should develop to become an effecitve employee!)

EVALUATION:

At the completion of this job sheet, you will be able to list and define ten successful work attitudes for the business office with at least 90% accuracy.

OFFICE PROCEDURES MODULE

UNIT VI-B-4

JOB SHEET 4

TASK: Classifying and understanding employers

MATERIALS NEEDED:

1. Human Relations in Business
2. Paper
3. Pen or pencil

LEARNING ACTIVITIES:

1. Your instructor will give a lecture on the importance of getting along with employers and the different types of employers. If available, read pp. 102-119 in Human Relations in Business. This will reinforce the material covered during the lecture.

2. Arrange to interview an employer in your community. (Check with your instructor first to make sure no one else is planning on interviewing the same employer.) This interview will help you get to know and understand employers better. Have at least ten prepared questions ready to ask. Following is a list of sample questions you may use:

   (a) What is your present position?
   (b) How many employees do you employ?
   (c) How long have you been an employer?
   (d) What do you like most about your job?
   (e) What do you like least about your job?
   (f) Do you have any hobbies?
   (g) What qualities do you consider to be important for a good employer to have?
   (h) What kind of employee do you get along with best?
   (i) Do you like to get suggestions from your employees?
   (j) Do you like your job? Why?

3. When you have completed your interview, turn it in to your instructor. Be prepared to discuss your interview in class.

4. Your instructor will put a suggestion box in the room for one week. You should try to think of a suggestion to improve some phase of this class. You must put your name on each suggestion you make. At the end of the week, your instructor will read all the suggestions and decide which suggestion would be most beneficial for the entire class. An award will be awared to the person that made the winning suggestion.

5. Following are characteristics of some employers in the business world. Write down on a piece of paper what type of employer you think each characteristic represents. Your choices would be (1) authoritarian employer - complete authority; makes all decisions (2) democratic employer - makes decisions with employee input; seeks ideas and suggestions of employees (3) laissez-faire employer - complete employee freedom.

   (a) A very strong leader
   (b) Holds meetings to ask advice of employees
   (c) Has employee input when making the work schedule
   (d) Encourages independent work
   (e) Rarely asks advice of employees
   (f) Allows employees to schedule their own work hours
   (g) Leaves others in charge when away from the office
   (h) Likes to be in charge of the entire business at all times

6. Recheck your answers to Learning Activity 5 and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to classify employers according to certain characteristics with at least 90% accuracy.

OFFICE PROCEDURES MODULE

UNIT VI-B

JOB SHEET 5

TASK: Using principles of human relations

MATERIALS NEEDED:

1. Paper
2. Pen or pencil
3. Information Sheet VI-B-5

LEARNING ACTIVITIES:

1. Make a list of things others do or attitudes they have that annoy you or that you find difficult to handle. Then make a list of things you do or attitudes you may have that might annoy others or that others might find difficult to handle.

2. Now make a list of things or attitudes you find pleasant in others and make another list of things or attitudes others may find pleasant in you.

3. Obtain Information Sheet VI-B-5 and fill out a performance appraisal on yourself. Participate in a class discussion on how to strive to achieve personality performance skills that will help you earn the best ratings for each item on the form.

4. Write a paragraph explaining why human relations is important to your career. Turn this paragraph in to your instructor when it is completed.

5. Analyze the following office situations and write an explanation on how you would act using principles of human relations.

   (a) You made a serious typing error when helping out a fellow employee. Your supervisor finds the error and blames your fellow employee, and your fellow employee is taking the blame for you.

   (b) One of your co-workers has an important engagement for this evening, but your supervisor comes in and asks this co-worker to work overtime. You have not made any definite plans for this evening.

(c) Your work is up to date and you can finally relax. However, one of your fellow employees has been sick and is really behind in getting his/her work completed.

(d) An employee of yours has been an excellent worker until her father died two months ago. Since that time she has been very irritable and her quality of work has declined.

EVALUATION:

At the completion of this job sheet, you will be able to write a paragraph explaining why human relations is important to your career. You will also be able to analyze four office situations and explain how human relations could play an important part in handling these situations.

OFFICE PROCEDURES MODULE

UNIT VI-B

INFORMATION SHEET VI-B-5

PERFORMANCE APPRAISAL

NAME: ________________________ POSITION: ______________

Instructions: This form should be used to evaluate employee performance. It should be reviewed with the employee. Place a check mark in the space which best expresses your judgment.

Area	Outstanding	Good	Satisfactory	Needs Improvement	Unsatisfactory
Attendance					
Quality of Work					
Quantity of Work					
Relationship with Others					
Attitude Toward Work					
Takes Criticism Well					
Initiative					
Cooperation					
Dependability					
Appearance					

General Comments on Performance and Attitude: ______________________

SIGNATURE OF SUPERVISOR: ______________________ DATE: ______________

SIGNATURE OF EMPLOYEE RATED: ______________________ DATE: ______________

OFFICE PROCEDURES MODULE

UNIT VI-C

JOB SHEET 1

TASK: Listing and explaining the basic filing systems

MATERIALS NEEDED:

1. Reference Materials
   a. Secretarial Office Procedures, Ninth Edition, pp. 383-389
   b. Office Procedures, PP. 165-172
   c. Clerical Office Procedures, Sixth Edition, pp. 254-259
   d. Other reference books that may be available
2. Paper
3. Pen or pencil

LEARNING ACTIVITIES:

1. Read the information indicated in one of the reference books listed under Materials Needed.
2. Participate in a class discussion on the basic filing systems including the following information:
   (a) What are the basic filing systems?
   (b) Explain each of the filing systems.
   (c) Which filing system is used most often?
   (d) Name organizations that may use each type of filing system.
3. Take a tour of a business that uses one or more of the basic filing systems. If a tour cannot be arranged, listen to a guest speaker talk on the importance of filing systems in the field of word processing.
4. On a sheet of paper, list the five basic filing systems and explain each system. When you have completed this assignment, turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to list and explain five basic filing systems with at least 90% accuracy.

OFFICE PROCEDURES MODULE

UNIT VI-C

JOB SHEET 2

TASK: Filing alphabetically

MATERIALS NEEDED:

1. Reference materials
   - (a) *Secretarial Office Procedures*, Ninth Edition, pp. 392-416
   - (b) *Clerical Office Procedures*, Sixth Edition, pp. 263-287
   - (c) *Office Procedures*, pp. 140-163
   - (d) *General Office Procedures*, Fourth Edition, pp. 208-227
   - (e) Other available reference books
2. Information Sheet VI-C-2
3. Paper
4. Pen
5. 25 3" x 5" cards or paper cut to 3" x 5"

LEARNING ACTIVITIES:

1. Read the information indicated about alphabetical filing in at least one of the references listed under Materials Needed.

2. Obtain Information Sheet VI-C-2 from your instructor and complete it as directed. You will be indexing 25 names alphabetically. You may refer to one of the references if you are not sure of a filing rule. If you are still not sure, ask your instructor for help.

3. After you have typed all 25 names in proper indexing order, file all 25 names in alphabetic order.

4. Recheck all 25 names carefully before turning them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to index 25 names on sheets of 3" x 5" paper and file all 25 names in alphabetic order with at least 90% accuracy.

OFFICE PROCEDURES MODULE

UNIT VI-C

INFORMATION SHEET VI-C-2

DIRECTIONS: Index each of the following 25 names in alphabetical order on sheets of 3" x 5" paper. Type the number of each name in the upper right-hand corner on approximately line 4. Type the names in correct indexing order in the left-hand corner on approximately line 7.

SAMPLE

4

Armstrong, John G.

---

1. Prince Edward Hotel
2. Princess Yacht Club
3. Robert J. French
4. John G. Armstrong
5. Davis Brothers Florists
6. Sister Angela
7. Michael J. Konnovitch
8. U. S. Electrical Corp.
9. Father Joseph Jordon
10. Roberta J. French
11. National Food Market
12. St. Marys Hospital
13. Crumpet & Crumpet Assoc.
14. First Methodist Church
15. 5th Palm Hotel
16. John Smith & Sons
17. John Armstrong
18. Crumpet, Crumpet, and Crumpet, Attorneys
19. Johnstown Heating Service
20. Michael M. Smith Lumber Co.
21. Dr. Richard V. Walker
22. The New York Times
23. First Baptist Church
24. Y M C A
25. Tracy Williamson Shoe Repair

OFFICE PROCEDURES MODULE

UNIT VI-C

JOB SHEET 3

TASK: Filing numerically, geographically, and alphabetically

MATERIALS NEEDED:

1. Reference materials
   a. Secretarial Office Procedures, Ninth Edition, pp. 461-474
   b. Clerical Office Procedures, Sixth Edition, pp. 335-349
   c. Office Procedures, pp. 185-189
   d. General Office Procedures, Fourth Edition, pp. 231-24[illegible]
2. Information Sheet VI-C-3
3. Paper
4. Pen or pencil

LEARNING ACTIVITIES:

1. Your instructor will give a lecture on subject, numeric, and geographic filing. It would also be a good idea to read the indicated pages in at least one of the reference books listed under Materials Needed.

2. Participate in a class discussion explaining each of the above filing systems. Discuss several business situations in which numeric, subject, and geographic filing is used.

3. Form groups of four to five and make a list of the advantages and disadvantages of the following filing systems:
   (a) alphabetic
   (b) subject
   (c) numeric
   (d) geographic

4. You may use any of the references listed under Materials Needed to help you in finding advantages and disadvantages of each system.

5. Your instructor will write on the blackboard the major advantages and disadvantages of the filing systems according to each group. Participate in a class discussion concerning these advantages and disadvantages.

6. Obtain Information Sheet VI-C-3 from your instructor and complete it as directed. You will be filing 20 business firm names three ways: alphabetically, numerically, and geographically.

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7. When you have finished Information Sheet VI-C-3, recheck your answers and then turn them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to file a list of business firm names alphabetically, numerically, and geographically with at least 90% accuracy.

OFFICE PROCEDURES MODULE

UNIT VI-C

INFORMATION SHEET VI-C-3

DIRECTIONS: On a sheet of paper, make three columns: alphabetic, numeric, and geographic. File the following list of names three times (once under each column). Use the number to the left of each name to list the proper filing order under each column. Following is an example of how your columns should look. (The first name for each column is filed for you.)

Example:

ALPHABETIC	NUMERIC	GEOGRAPHIC
1012	1001	1001

1001 Boner & Sons
Los Angeles, CA

1002 Bonner Manufacturing Co.
Charleston, WV

1003 Bobcock & Crane Corp.
Baton Rouge, LA

1004 Boyd Corporation
Columbus, OH

1005 Bondale & Sterling, Inc.
Houston, TX

1006 Bradford & Bradford Corp.
Denver, CO

1007 Bonner Masonry
Washington, DC

1008 Brad & Tony Manufacturing Co.
Boston, MA

1009 Boncoletti & Fegeretti, Inc.
Dallas, TX

1010 Bonnel Advertising Co.
Cincinnati, OH

1011 Bob Braden & Sons
San Francisco, CA

1012 Bobbitt Manufacturing Co.
New York, NY

1013 Brondale & Sons
Pittsburgh, PA

1014 Bolten & Braden, Inc.
Boise, ID

1015 The John Braden Co.
Chicago, IL

1016 The Bradley Co.
New Orleans, LA

1017 Bolton Metal Co.
Parkersburg, WV

1018 Boncholetti & Sons
St. Louis, MO

1019 Braden, Braden, & Braden
Weirton, WV

1020 Bonar & Sons, Inc.
Atlanta, GA

OFFICE PROCEDURES MODULE

UNIT VI-C

JOB SHEET 4

TASK: Defining and listing four basic types of micrographics

MATERIALS NEEDED:

1. Reference materials
   a. Word Processing Concepts, pp. 88-89
   b. Secretarial Office Procedures, Ninth Edition, pp. 483-488
   c. Clerical Office Procedures, Sixth Edition, pp. 359-363
   d. Office Procedures, pp. 170-171
   e. General Office Procedures, Fourth Edition, pp. 248-250
2. Filmstrip presentation from A.B. Dick on microphotography
3. Examples or pictures of microfilm, aperture card, and microfiche
4. Paper
5. Pen or pencil
6. Test VI-C-4

LEARNING ACTIVITIES:

1. Read the material indicated in Word Processing Concepts and any of the other references listed under Materials Needed.

2. Your instructor will give a lecture on microphotography. It would be a good idea to take notes during this lecture for future use.

3. View a filmstrip presentation on microphotography. Also, look at the examples or pictures of microfilm, aperture cards, and microfiche that your instructor will pass around.

4. If possible, take a field trip to a word processing office that uses microphotography. This can be arranged by your instructor.

5. Participate in a class discussion on microphotography. This discussion will serve as a review for a test on materials relating to microphotography.

6. Obtain Test VI-C-4 from your instructor and complete it as directed. Recheck all your answers and then turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to pass a test on microphotography, including defining and listing four basic types of micrographics with at least 90% accuracy.

OFFICE PROCEDURES MODULE

UNIT VI-C

TEST VI-C-4

1. Define micrographics.

2. List and explain four basic types of micrographics.

   a.

   b.

   c.

   d.

3. List three advantages of micrographics for filing.

   a.

   b.

   c.

True or False:

_____4. Some microfiled records are stored in two different locations for protection.

_____5. If you decide to enter the word processing field, it will not be necessary for you to understand filing and filing techniques.

Matching:

_____6. Original documents are photographed and reduced on a roll of film

_____7. Places information stored in a computer directly on microfilm

_____8. Makes it possible to see what is on microfilm

_____9. Photographically reducing information on paper to some type of film

____10. Punched card that contains one piece of microfilm

a. Micrographics

b. Aperture card

c. COM (computer output microfilm)

d. Reader

e. Microfiche

f. Microfilm

OFFICE PROCEDURES MODULE

UNIT VI-C

JOB SHEET 5

TASK: Maintaining files of disks

MATERIALS NEEDED:

1. Reference materials
    a. Secretarial Office Procedures, Ninth Edition, p. 486
    b. Clerical Office Procedures, Sixth Edition, p. 363
    c. Word Processing in the Modern Office, pp. 133-138
2. Disks
3. Typing paper
4. Word processor
5. Pen
6. Storage files for disks

LEARNING ACTIVITIES:

1. Your instructor will give a lecture and demonstration on maintaining files of disks. It would also be a good idea to read the indicated information from at least one of the references listed under Materials Needed.

2. You are now ready to maintain a filing system for disks. Your instructor will give you several disks that need to be filed.

3. Assign a number, letter, and/or title to each disk.

4. Print a file copy of each disk's index.

5. Place the disk and its file copy in proper sequence in the storage files.

    NOTE: Disks have a specified shelf-life and require storage away from magnetic disturbances. Regardless of the method used in filing disks, always place the diskette in its envelope before filing.

6. Have your instructor evaluate your disk files.

EVALUATION:

At the completion of this job sheet, you will be able to maintain files of disks so that disks can be located when needed and are protected according to the manufacturer's specifications.

OFFICE PROCEDURES MODULE

UNIT VI-D

JOB SHEET 1

TASK: Preparing a typewritten report on ways to organize your work efficiently and conserving time and energy when performing office tasks

MATERIALS NEEDED:

1. Reference materials
    a. Word Processing Concepts, pp. 117-122
    b. Secretarial Office Procedures, Ninth Edition, pp. 30-36
    c. Office Procedures, pp. 41-46
2. Paper
3. Pen or pencil
4. Typewriter or word processing equipment
5. Typing paper
6. Correction materials
7. Student checklist

LEARNING ACTIVITIES:

1. Read the pages indicated in at least one of the references listed under Materials Needed.

2. Consult at least two experienced office workers about ways they have learned to organize their work efficiently and conserve time and energy in performing office tasks.

3. Prepare a written report using the suggestions they gave you as well as some of the reference materials listed under materials needed. You may use additional references if available.

4. Your report should be at least two and not more than five pages long. Include a bibliography page listing all the references you used plus the office workers that you interviewed.

5. If you have any questions while doing your report, ask your instructor for help.

6. Be prepared to discuss some of the information you have gathered for your report with the rest of the class. Compare your information with some of the information other classmates have gathered.

7. Compile the information you gathered from all of your references into report form using the student checklist as a guide.

8. When you have completed your report in typewritten form and have proofread it carefully, turn your report in to your instructor for evaluation.

EVALUATION:

At the completion of this job sheet, you will be able to prepare a typewritten report on ways to organize work efficiently and conserve time and energy when performing office tasks. You must receive a satisfactory rating on each item listed on the student checklist.

OFFICE PROCEDURES MODULE

UNIT VI-D

JOB SHEET 1

STUDENT CHECKLIST

	SATISFACTORY	UNSATISFACTORY
1. At least two office workers interviewed	______	______
2. Used at least two additional reference materials and noted them in the bibliography	______	______
3. Ways to organize work efficiently included	______	______
4. Ways to conserve time and energy when performing office tasks included	______	______
5. Report was concise and complete	______	______

OFFICE PROCEDURES MODULE

UNIT VI-D

JOB SHEET 2

TASK: Developing a schedule to analyze the time you spend on major activities in this class

MATERIALS NEEDED:

1. Reference materials
    - a. Word Processing Concepts, pp. 122-124
    - b. Secretarial Office Procedures, Ninth Edition, pp. 37-38
    - c. Office Procedures, pp. 46-51
2. Information Sheet VI-D-2
3. Paper
4. Pen or pencil

LEARNING ACTIVITIES:

1. Read the information in at least one of the references listed under Materials Needed. Your instructor will give a lecture on how to and why develop a work schedule. It would be a good idea to take notes for future use when developing your own work schedule.

2. Prepare a form with column headings listing your major activities in this class each week. These activities might be typing, office machines, office procedures, shorthand, accounting, etc. (Include breaks, talking with classmates, and loafing under the heading Idle Time.)

3. After you have prepared your form, duplicate enough forms to last a month.

4. You will need to indicate the date and the amount of time you spend on each activity. Marking your work each day will soon become a habit.

5. Obtain Information Sheet VI-D-2 from your instructor. This is a sample weekly work schedule that you may use as a guide when developing your own schedule.

6. At the end of each week, total the amount of time you spend on each activity during that week. This should reveal to you just how productive you were that week and if you could have organized your time more efficiently.

7. At the end of each week, turn your work schedule in to your instructor. Discuss with your instructor ways in which you can improve the time you spend in class and then try to improve your schedule for the followng week.

8. Continue recording your work schedule for at least one month. Your instructor will record your progress each week.

EVALUATION:

At the completion of this job sheet, you will be able to develop a schedule to analyze the time you spend on major activities in this class. You will then be able to analyze this schedule and discuss with your instructor ways in which you can improve the time you spend in class. Your instructor will evaluate your progress each week.

OFFICE PROCEDURES MODULE

UNIT VI-D

INFORMATION SHEET VI-D-2

WORK PRODUCTION SCHEDULE

WEEK BEGINNING ______________________

Day	Typing	Office Machines	English/ Proof-reading	Word Processing	Office Procedures	Idle Time
Mon.	9:00-10:15			10:30-11:30		10:15-10:30
Tues.		9:00-10:00	11:00-11:30		10:30-11:00	10:00-10:30
Wed.	9:00-10:00			10:15-11:30		10:00-10:15
Thurs.		9:00-10:00	11:00-11:30		10:30-11:00	10:00-10:30
Fri.	9:15-10:15			10:15-11:15		9:00-9:15 11:15-11:30
TOTAL MINUTES	195	120	60	195	60	120

OFFICE PROCEDURES MODULE

UNIT VI-D

JOB SHEET 3

TASK: Making decisions and setting priorities

MATERIALS NEEDED:

1. Reference materials
    a. Word Processing Concepts, pp. 124-125
    b. Secretarial Office Procedures, Ninth Edition, pp. 33-36
    c. Office Procedures, pp. 45-46
2. Information Sheet VI-D-3
3. Information Sheet VI-D-3a
4. Paper
5. Pen or pencil

LEARNING ACTIVITIES:

1. Read the indicated pages in at least one of the references listed under Materials Needed. Your instructor will give a lecture on decision making/priorities.

2. Obtain Information Sheet VI-D-3 from your instructor. Get into groups of three to five people and complete the information sheet as directed. You will be establishing priorities in an office setting.

3. When all the groups have finished setting their priorities, your instructor will list the order that each group decided upon. If your group's answers have varied with the other groups, discuss the reasoning that was used in setting your priorities with the rest of the class.

4. After the class discussion, your instructor will put the list of priorities that was established by the entire class on the blackboard. Compare this list with that of your group.

5. Obtain Information Sheet VI-D-3a from your instructor and complete it as directed. This time you will be setting the priorities on your own.

6. When you have completed the information sheet, turn it in to your instructor for grading. If time permits, discuss your priority list with the rest of the class.

EVALUATION:

At the completion of this job sheet, you will be able to make decisions and set priorities dealing with actual office situations with at least 90% accuracy.

OFFICE PROCEDURES MODULE

UNIT VI-D

INFORMATION SHEET VI-D-3

Directions: Using your decision making skills, list the following items in priority order and give a brief explanation of the reasons for priority. (There are eight items.)

_____ You receive a letter from a high school student who is interested in working in the field of word processing. The student wants information as to what courses are needed and what is expected of a word processor.

_____ The telephone is ringing.

_____ You receive a RUSH item that needs transcribed for your supervisor.

_____ You notice that you are nearly out of typewriter ribbons and/or word processor ribbons.

_____ A report needs editing by 2 o'clock tomorrow afternoon for a meeting.

_____ You need to get prices for the new word processing equipment for your supervisor. The prices are needed for a meeting tomorrow morning at 9 o'clock.

_____ A report needs edited for a meeting on Tuesday of next week.

_____ You need to fill out a reply card and mail it so that you will receive a free sample of a new word processing product that interests your supervisor.

OFFICE PROCEDURES MODULE

UNIT VI-D

INFORMATION SHEET VI-D-3a

Directions: Using your decision making skills, list the following items in priority order and give a brief explanation of the reasons for priority. (There are six items.)

_____ The mail has just arrived.

_____ Your supervisor brings you a RUSH item that is needed as soon as possible.

_____ The telephone is ringing and the receptionist is on break.

_____ You need to write a letter to a local high school confirming plans for a tour of your office next Wednesday.

_____ A report needs edited for a meeting this afternoon at 1 o'clock.

_____ A report needs edited for a meeting next Wednesday morning at 10 o'clock.

OFFICE PROCEDURES MODULE

UNIT VI-D

JOB SHEET 4

TASK: Participating in a word processing simulation dealing with in-basket activities

MATERIALS NEEDED:

1. Word Processing Concepts & Applications, which includes the following materials:
    a. Word Processing Concepts
    b. Employee's Handbook
    c. Administrative Secretary In Basket
    d. Correspondence Specialist 1 In Basket
    e. Correspondence Specialist 2 In Basket

LEARNING ACTIVITIES:

1. You will be participating in a simulation called Word Processing Concepts and Applications. This is a 20- to 25-hours program consisting of an introduction to the basic concepts of word processing and is a three-person mini-simulation.

2. Your instructor will give a preview and introduction to this simulation. Be sure to ask your instructor if you have any questions about the simulation.

3. Since there will be three persons in this simulation, your instructor will assign you one of the following positions:
    (a) Administrative Secretary
    (b) Correspondence Specialist 1
    (c) Correspondence Specialist 2

4. Read through all of the material included in the simulation carefully. If you have any questions while participating in this simulation, ask your instructor for help.

EVALUATION:

At the completion of this job sheet, you will be able to participate in a simulation dealing with in-basket activities relating to word processing with at least 90% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

Upon completion of the job sheets in this module, you will be able to:

1. Identify the basic parts, operations, and functions of word processing equipment
2. Set up word processing equipment
3. Keyboard and print a document on word processing equipment
4. Make minor revisions on a business letter using word processing equipment
5. Keyboard a report on word processing equipment
6. Edit text on word processing equipment
7. Edit text on word processing equipment and print it out on continuous form paper
8. Assemble paragraphs on word processing equipment
9. Use bold print and local print on word processing equipment
10. Rename and duplicate a document on word processing equipment
11. Delete a document on word processing equipment
12. Keyboard correspondence on word processing equipment using variable inserts
13. Create a separate envelope or label printout on word processing equipment
14. Keyboard statistical information on word processing equipment
15. Duplicate a diskette on word processing equipment
16. Change ribbons and printwheels on word processing equipment
17. Use the proper care and maintenance for the printer and the diskettes on word processing equipment
18. Take a post test on basic operations and functions of word processing equipment

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 1

TASK: Identifying the basic parts, operations, and functions of a word processing machine

MATERIALS NEEDED:

1. Word processing machine manual
2. Information Sheet VII-1
3. Pen or pencil
4. AM Test VII-1

LEARNING ACTIVITIES:

1. Read the pages in the machine manual relating to the basic parts, operation and function of the word processing machine.

2. Obtain Information Sheet VII-1 on the basic parts and functions of the word processing machine.

3. If you have any questions while reading the manual or the information sheet, be sure to ask your instructor for help.

4. When you think you have studied the reading material and information sheet thoroughly, ask your instructor for the Test VII-1.

5. After you have finished the test and reviewed it carefully, turn it in to your instructor for grading purposes.

EVALUATION:

At the completion of this job sheet, you will be able to identify in writing the basic parts, operations, and functions of the a word processing machine with at least 90% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 2

TASK: Setting up the word processing equipment

MATERIALS NEEDED:

1. Word processing machine manual
2. Information Sheet VII-2
3. Floppy disks
5. Test VII-2
6. Pen or pencil

LEARNING ACTIVITIES:

1. Read the pages in the word processing machine manual on setting up the machine.

2. Obtain diskettes needed for operation of the word processing equipment from your instructor. It would be a good idea to label the disk with your name so that you can store all your information on it. Also, you will be able to find your disk easier if it is labeled and stored properly.

3. Obtain from your instructor Information Sheet VII-2 on setting up the word processing machine. Your instructor will go over this information sheet with you before you begin.

4. Complete the information sheet as directed. If you have any questions while doing the activities, ask your instructor for assistance.

5. After completing the information sheet and studying all the information pertaining to setting up the word processing machine, ask your instructor for Test VII-2.

6. When you have completed your test and rechecked all your answers carefully, turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to pass a written test on setting up the word processing machine with at least 90% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 3

TASK: Drafting and printing a document on the word processing equipment

MATERIALS NEEDED:

1. Word processing machine manual
2. Floppy disks
3. Information Sheet VII-3
4. Typing paper

LEARNING ACTIVITIES:

1. Read the pages in the word processing machine manual on drafting (creating) and printing a document.
2. Insert your diskettes as instructed and turn the machine on. (Be sure you get the disk that you labeled in Job Sheet 2.)
3. Type the letter on Information Sheet VII-3 exactly as it is; do not make any corrections yet.
4. After you have finished typing the letter, store it on your disk.
5. Read the pages in the word processing machine manual on printing text.
6. Print a copy of your letter and turn it in to your instructor for grading purposes.

EVALUATION:

At the completion of the job sheet, you will be able to set up the word processing machine, type a letter, and print a copy of the letter with at least 90% accuracy.

UNIT VII

INFORMATION SHEET VII-3

Directions: Use your name as the title/index for this letter. Use block style and set your format for typing the letter as follows: 1-inch margins, single spacing, elite type, text to start on line 15, and text to end on line 60.

Current Date

(Your inside address)

Dear (Your last name):

Thank you for your recent purchase of an electronic typewriter from our Office Machines Department. I hope that you our satisfied with your new typewriter and that we will have the opportunity to serve you further in the near future.

As part of our service offerred by our company to our customers, we are writing you in advance of our Spring Sale-A-Thon. Every item in our store will be reduced drastically. I hope that you will stop in Tuesday, April 21, between 12 and 4 p.m. to see these excellent values. I mentioned these specific hours because they have been reserved for our preferred customers. This sale will not be published to the general public until Thursday, April 23, so that our preferred customers may have first choice of these great values.

Of course, we will offer the same free delivery service that we do on a regular basis. As an added service, we will also offer the advice of our trained office consultants during these hours at no extra charge.

I hope you will stop in to take advantage of this opportunity to clean up on some of the best values in town! Please let me know if I can be of service to you while you visit us.

Sincerely,

Blanche Plum
Manager

ref

OPERATION OF WORD PROCESSING EQUIPMENT

UNIT VII

JOB SHEET 4

TASK: Making minor revisions on a business letter implementing three editing features (character strikeover, insert, and delete)

MATERIALS NEEDED:

1. Word processing machine manual
2. Diskettes
3. Information Sheet VII-4
4. Typing paper

LEARNING ACTIVITIES:

1. Read the information in the word processing machine manual on minor revisions such as character strikeover, insert and delete.

2. Insert your disks and turn the machine on.

3. Recall the letter that you typed in Job Sheet 3.

4. Obtain Information Sheet VII-4 from your instructor and complete it as directed. You will be making minor revisions to your letter.

5. If you have any questions while making your revisions, please ask your instructor for assistance.

6. After you have made all necessary changes, be sure to proofread your letter carefully and then store it on your disk.

7. Print a copy of your letter and turn it in to your instructor for grading purposes.

EVALUATION:

At the completion of this job sheet, you will be able to make minor revisions on a business letter and print a revised copy of the letter with at least 90% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

INFORMATION SHEET VII-4

Directions: Make the following revisions in the letter that you typed for Job Sheet 3.

Note: All revisions will have quotation marks around them; however, this does not mean to type the quotation marks when making the revisions.

1. Make the following changes in your format:
   (a) Change elite type to pica type
   (b) Justify the right margins
2. In the first paragraph, change "our satisfied" to "are satisfied."
3. In the first paragraph, change "serve you further" to "serve you again."
4. In the first line of the second paragraph, "offerred" is spelled wrong; delete one of the "r's."
5. In the first sentence of the second paragraph, insert "preferred" before "customers."
6. In the second paragraph, delete "-A-Thon" after "Spring Sale."
7. In the third paragraph, insert "and installation" after "same free delivery."
8. In the fourth paragraph, insert quotation marks around "clean up."
9. In the last sentence of the fourth paragraph, delete "while you visit us."
10. Insert the following sentence at the end of the last paragraph: "I will be looking forward to seeing you in our store on Tuesday, April 21."

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 5

TASK: Keyboarding a report on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Information sheet VII-5
4. Diskettes
5. Typing paper

LEARNING ACTIVITIES:

1. Obtain information sheet VII-5 from your instructor and complete it as directed. This is a copy of a report that you will type on word processing equipment.

2. Turn on and insert your disk into the word processing equipment.

3. Title/index the report "Report - VII-5."

4. Set your word processing equipment for the following format before you type the report:
   - (a) Inch margins
   - (b) Pica type (10-pitch)
   - (c) Double spacing
   - (d) Begin typing the first page on line 10 and the rest of the pages on line 7
   - (e) Leave an inch bottom margin on all pages
   - (d) Paginate the report

5. When you have completed the entire report, proofread it very carefully. If you find any errors, be sure to correct them.

6. Print out a copy of this report and then store this report on your diskette.

7. Turn the copy of the report in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to keyboard a report on word processing equipment with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

INFORMATION SHEET VII-5

Directions: Type the following report on word processing equipment exactly as it is. Be sure to proofread the report carefully and correct all errors.

327

LACK OF COMMUNICATIONS: THE MOST COMMON DEFICIENCY

by Thomas R. Allen, Jr.

The most common deficiencies noted by employers of younger employees, both full time and part time are related to a lack of communications skills. In a recent survey conducted with employers and teacher-coordinators of cooperative education programs, the results decidedly revealed that most problems are either directly or indirectly related to poor communications. The noted deficiencies include many aspects of both written and oral communications.

DEFICIENCIES IN WRITTEN COMMUNICATIONS

Employers most frequently noted the following points concerning written communications:

1. Poor handwriting is the leading cause of complaint of both young and older workers. It was noted by the executive vice president of Writing Instrument Manufacturers Associated that bad penmanship costs American businesses an incredible $100 million annually. The money was lost because illegible handwriting caused billing mistakes, bookkeeping errors, inaccurate orders, returned mail and garbled records. It was also mentioned that if the cost of redoing the work was included, the $100 million figure would be much higher.

2. Misspelling is the second leading complaint in written communications. Employers often find that students cannot spell even the simplest words and often send out correspondence which contains misspelled words.

3. There is a lack of sentence variety--in other words, monotonous sentence structure.

4. Little knowledge of grammatical classification is displayed. There seems to be a lack of understanding of the clause and the ability to recognize the four basic sentence types: simple, compound, complex and compound-complex.

5. An absence of rhetorical classification is in evidence, thus, there is little knowledge that sentences may be classified rhetorically as normal, periodic, parallel and balanced.

6. There is a lack of knowledge of effec[illegible]ve paragraphing. In other words, sentences which describe different ideas and thoughts are run together.

7. There is too much emphasis on "I" and "we" instead of "you." Employers note that paragraphs too often begin with "I," and "you" is seldom included.

8. Often one or more of the "5 W" questions, who, what, when, where or why, is missing, which makes the communication seem blunt or confusing.

9. Last but certainly not least is poor reading ability. It appears that far too many high school juniors, seniors and graduates display both reading speed and comprehension at an elementary school level.

PITFALLS IN ORAL COMMUNICATIONS

Even more noticeable in oral than in written communications is a depressing lack of the use of the "5 W's" when passing on information or describing a situation. Youngsters invariably omit an important bit of information in describing an event.

There seems to be a decrease in the use of tact and an increase in bluntness in oral business communications. Employers often state that they seldom observe their younger employees exhibiting tact in daily transactions with customers or the general public. Several employers have acknowledged that this is one of the leading causes of customer complaints.

Most employers commented on one or more phases of poor telephone usage:

1. Failure to answer promptly and/or identify oneself.
2. Failure to terminate telephone calls courteously.
3. Failure to adequately explain a co-worker's absence from the office. Statements like, "He's out to coffee" or "She hasn't come in yet" give the wrong impression.
4. Failure to take accurate messages. A good message includes the called person's name, firm name and number, date and time, message and action taken.
5. Failure to leave word when they leave the office.
6. Failure to project a good telephone image--using slang instead of business-like phrases.

Employers often find that young employees fail to listen to what they are told. In addition, they often comment on what they thought someone meant without first making sure they understand. In other words, if they fail to comprehend what is said, they often do not ask a question to clarify the misunderstanding.

JOINT EFFORT

Since a lack of written and oral communications skills heads the list of deficiencies noted by employers of young employees, school personnel have their "work cut out for them." A joint effort by school personnel and concerned employers is essential in order to help identify and correct communications deficiencies.

(Taken from "The Balance Sheet," October, 1979)

OPERRATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 6

TASK: Editing a report on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing manual
3. Diskettes
4. Report typed in Job Sheet 5
5. Information sheet VII-6
6. Typing paper

LEARNING ACTIVITIES:

1. Look over the report your instructor graded that you typed in Job Sheet 5 and see if you made any mistakes. If you did, be sure to correct all errors when you edit the report.

2. Set up the word processing equipment and recall the "Report - VII-5" from your diskette.

3. Obtain information sheet VII-6 from your instructor and complete it as directed. You will be making revisions in the report you typed in Job Sheet 5.

4. If you are not sure how to make some of the changes, look in the word processing equipment manual or ask your instructor for help.

5. After you have made all of the necessary changes, proofread your work carefully.

6. After you have proofread your work carefully, print a copy of the report and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to edit a report on word processing equipment with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

INFORMATION SHEET VII-6

Directions: Make the following changes in the report you titled, "Report - VII-5." (This was typed for Job Sheet 5.) Print out a copy of the report and turn it in to your instructor for grading.

LACK OF COMMUNICATIONS: THE MOST COMMON DEFICIENCY

by Thomas R. Allen, Jr.

The most common deficiencies noted by employers of younger employees, ~~both full time and part time~~ are related to a lack of communications skills. In a recent survey conducted with employers ~~and teacher-coordinators of cooperative education programs~~, the results decidedly revealed that most problems are either directly or indirectly related to poor communications. The noted deficiencies include many aspects of both written and oral communications.

DEFICIENCIES IN WRITTEN COMMUNICATIONS

Employers most frequently noted the following points concerning written communications:

1. Poor handwriting is the leading cause of complaint of both young and older workers. ~~It was noted by the executive vice president of Writing Instrument Manufacturers Associated that bad penmanship costs American businesses an incredible $100 million annually. The money was lost because illegible handwriting caused billing mistakes, bookkeeping errors, inaccurate orders, returned mail and garbled records. It was also mentioned that if the cost of redoing the work was included, the $100 million figure would be much higher.~~

2. Misspelling is the second leading complaint in written communications. Employers often find that students cannot spell even the simplest words and often send out correspondence which contains misspelled words.

3. There is a lack of sentence variety--in other words, monotonous sentence structure.

4. Little knowledge of grammatical classification is displayed. There seems to be a lack of understanding of the clause and the ability to recognize the four basic sentence types: simple, compound, complex and compound-complex.

5. An absence of rhetorical classification is in evidence, thus, there is little knowledge that sentences may be classified rhetorically as normal, periodic, parallel and balanced.

6. There is a lack of knowledge of effective paragraphing. In other words, sentences which describe different ideas and thoughts are run together.

7. There is too much emphasis on "I" and "we" instead of "you." Employers note that paragraphs too often begin with "I," and "you" is seldom included.

8. Often one or more of the "5 W" questions, who, what, when, where or why, is missing, which makes the communication seem blunt or confusing.

9. Last but certainly not least is poor reading ability. It appears that far too many high school juniors, seniors and graduates display both reading speed and comprehension at an elementary school level.

PITFALLS IN ORAL COMMUNICATIONS

Even more noticeable in oral than in written communications is a depressing lack of the use of the "5 W's" when passing on information or describing a situation. Youngsters invariably omit an important bit of information in describing an event.

There seems to be a decrease in the use of tact and an increase in bluntness in oral business communications. Employers often state that they seldom observe their younger employees exhibiting tact in daily transactions with customers or the general public. Several employers have acknowledged that this is one of the leading causes of customer complaints.

Most employers commented on one or more phases of poor telephone usage:

1. Failure to answer promptly and/or identify oneself.
2. Failure to terminate telephone calls courteously.
3. Failure to adequately explain a co-worker's absence from the office. Statements like, "He's out to coffee" or "She hasn't come in yet" give the wrong impression.
4. Failure to take accurate messages. A good message includes the called person's name, firm name and number, date and time, message and action taken.
5. Failure to leave word when they leave the office.
6. Failure to project a good telephone image--using slang instead of business-like phrases.

Employers often find that young employees fail to listen to what they are told. In addition, they often comment on what they thought someone meant without first making sure they understand. In other words, if they fail to comprehend what is said, they often do not ask a question to clarify the misunderstanding.

JOINT EFFORT

Since a lack of written and oral communications skills heads the list of deficiencies noted by employers of young employees, school personnel have their "work cut out for them." A joint effort by school personnel and concerned employers is essential in order to help identify and correct communications deficiencies.

Put the word communications in all capital letters throghout the report.

(Taken from "The Balance Sheet," October, 1979)

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 7

TASK: Edit a report on word processing equipment and print it out on continuous form paper

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing manual
3. Diskettes
4. Information sheet VII-7
5. Continuous form paper

LEARNING ACTIVITIES:

1. Obtain information sheet VII-7 from your instructor and complete it as directed. This information sheet contains a copy of a report that is edited.

2. You are to type the report making all necessary changes. Title the report "Report - VII-7."

3. Turn on the word processing machine and insert your disk.

4. Set your word processing equipment for the following format before you type the report:
   (a) Inch margins
   (b) Elite type (12-pitch)
   (c) Double spacing
   (d) Begin typing the first page on line 13 and the rest of the pages on line 7
   (e) Leave an inch bottom margin on all pages
   (f) Justify your margins
   (g) Paginate the report

5. If you are not sure how to make some of the revisions, look in the word processing equipment manual or ask your teacher for help.

6. Be sure to proofread your entire report carefully. After you have proofread your report, print out a copy of it on continuous form paper and then store it on your disk and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to edit a report on word processing equipment and print a copy of it on continuous form paper with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

INFORMATION SHEET VII-7

Directions: Type the following edited report on word processing equipment. Type the report making all changes that are marked. Be sure to proofread the entire report carefully and correct all errors.

LET'S PREPARE STUDENTS FOR WORD PROCESSING

by Marietta Spring

Word processing is a rapidly developing and expanding field in business and industry. Although it is difficult to predict the number of future graduates who will be employed in secretarial positions in word processing centers, it can be assumed that these graduates will need a knowledge of and preparation for word processing regardless of the types of jobs in which they are engaged.

Secretaries in business organizations ~~and, in some other instances, their supervisors~~ have been processing words for years by performing both typing and nontyping tasks as their job situations prescribe. However, with the advent of word processing and more sophisticated office machines, the duties and responsibilities of office employees have changed. In today's modern business organization with a word processing center, work is divided between two groups of workers called correspondence secretaries and administrative secretaries. The job titles tend to dictate the kind of tasks performed by word processing secretaries; and generally, the secretarial activities are coordinated and directed by a supervisor.

~~Research conducted by the author for her doctoral dissertation resulted, in part, in an identification of the typing and nontyping tasks performed and the employment tests administered in word processing centers. Some of the findings and suggestions for word processing instruction are included here. This~~

~~information~~ should be of assistance to business teachers in preparing students for word processing positions.

TYPING AND NONTYPING JOB TASKS

Exactly what typing and nontyping tasks are performed by word processing secretaries and supervisors? The results of the research study revealed two distinct classifications: (1) tasks performed more frequently by correspondence secretaries than by supervisors ~~and~~; (2) tasks performed more frequently by supervisors than by correspondence secretaries. There appeared to be some overlap in both the typing and nontyping tasks performed by word processing secretaries and their supervisors. Although word processing supervisors were responsible for most nontyping activities, correspondence secretaries also performed some nontyping tasks. These activities included the following: performing receptionist duties, establishing work priorities, using direct distance dialing and interpreting an office procedures manual.

Correspondence secretaries principally performed typing tasks and produced the following output: one-page and multipage letters, interoffice memorandums, statistical reports, multipage documents, form letters using standard paragraphs, itineraries, and information on preprinted forms. In addition, correspondence secretaries transcribed from recorded dictation and edited material during transcription and keyboarding.

EMPLOYMENT TESTS ADMINISTERED

The investigation sought to determine the kind of typing test and the kind of clerical test administered to applicants of word processing positions. Most organizations preferred the five-minute ~~straight copy~~ typewriting test as a method for determining the typewriting speed for secretaries entering word processing work. Several organizations gave production tests which included: (1) the typing of a business letter, (2) a legal document, (3) a statistical report, and (4) transcribing from recorded dictation.

Clerical tests on basic mathematics, English grammar, filing, proofreading, and spelling generally were not administered to word processing applicants. Yet, the supervisors interviewed stressed the importance of competencies in communication and proofreading skills as requisites for word processing work.

WORD PROCESSING INSTRUCTION

What should be included in the secretarial student's word processing preparation? The subsequent paragraphs provide a few suggestions for teaching word processing.

If word processing equipment is available, instruction in the operation of dictating and transcription units, magnetic media and memory typewriters, and text-editing machines should be given. Proficiency in keyboarding job tasks frequently performed by correspondence secretaries is essential. Transcription, proofreading, and editing skills must be developed through the production of one-page letters, multipage documents, and statistical reports. Word processing simulations might be used. Students should plan and establish work priorities, log tasks as they are keyboarded, and reproduce the output.

Not only must business educators provide instruction and practice in machine transcription, but they should teach the art of dictation. Often an administrative secretary who works in a word processing center is asked to help with the composition and dictation of material to be recorded for transcription. Even a correspondence secretary may have the opportunity to advance and become a word originator. Therefore, the practice of dictating into a recording machine would be beneficial to all future word processing personnel.

Students should become oriented to the word processing environment through visits to centers and by reading about word processing in professional journals and in case studies. As potential correspondence secretaries, students should be made aware that they will type almost continuously within a group and that they may serve several word originators. Students should become aware of the challenge in the word processing field. Equally important, business students must become cognizant of the problems that might be encountered in converting to a word processing system and in operating a center. Since word processing is people-oriented, the human aspects of word processing should be stressed.

How should word processing be taught? If word processing equipment is available for classroom use, a single word processing course could provide the basis for instruction. Suggested topics for such an introductory course are:

1. Theory and development of word processing systems
2. Word processing personnel
3. Human aspects of word processing
4. Development of word processing skills and simulations
5. Word processing and the computer
6. The office of the future

If word processing equipment is unavailable, then business educators have a responsibility to integrate word processing into other business courses--office machines, office procedures, production typewriting, transcription, or general business.

Like data processing, word processing is here to stay. Educators should study carefully ways to teach word processing in the business curriculum. If a separate course in word processing cannot be offered, consideration should be given to the possibility of integrating word processing into existing courses.

If, however, it is economically feasible, a basic word processing course should be introduced into the curriculum. Students would profit immensely from hands-on classroom experience in the use of dictation units, magnetic media and memory typewriters, and text-editing devices. Emphasis should be placed upon the typing and nontyping tasks performed by correspondence secretaries. Some provision should be made for administering a practice test for word processing employment.

The implementation of word processing should be an integral part of the business curriculum. Let's prepare students for word processing!

(Taken from the Journal of Business Education, March, 1979)

UNIT VII

JOB SHEET 8

TASK: Assembling paragraphs on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Diskettes
4. List of paragraphs to be assembled
5. Typing paper

LEARNING ACTIVITIES:

1. Obtain the list of paragraphs that need to be assembled from your instructor.

2. Turn on and insert appropriate disks into the word processing machine.

3. Title/index the material your instructor gave you. (Choose an appropriate title of your choice.)

4. Set your word processing equipment for the format of your choice so that the information will be arranged attractively on the page.

5. Read the information on assembling paragraphs in the word processing equipment manual.

6. Prepare the instruction list for the selection and ordering of the standardized paragraphs.

7. Type and assemble the paragraphs on word processing equipment.

8. After you have typed all the paragraphs, proofread them carefully correcting any errors you may have made. Store this information on your disk.

9. After you have proofread your paragraphs carefully, your instructor will tell you how to assemble the paragraphs for printing.

10. Assemble the paragraphs as instructed. You may need to refer to the word processing equipment manual again for help.

11. Print out a copy of the assembled paragraphs on the word processing equipment and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to keyboard paragraphs on the word processing equipment and assemble these paragraphs with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 9

TASK: Using bold print and local print on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing manual
3. Diskettes
4. Typing paper

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on bold print and local print.

2. Recall the letter you typed in Job Sheet 3 and set the machine to bold print the date, the inside address, and the closing.

3. Print a copy of the letter. You will need it for activity 4. (Do not close the bold print instructions on your disk.)

4. Using the copy of the letter you just printed out, set the machine for local print and type the letter directly on a sheet of typing paper using the word processing keyboard. Proofread and correct all errors when typing the letter.

5. Turn the copy of the letter with the bold print and the letter you typed using local print in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to use bold print and local print on word processing equipment with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 10

TASK: Renaming and duplicating a document on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing manual
3. Diskettes
4. Typing paper

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on renaming and duplicating a document
2. Set up the word processing equipment and insert your disks.
3. Rename the report you typed in Job Sheet 5 from "Report - VII-5" to "COMMUNICATIONS."
4. Rename the report you typed in Job Sheet 7 from "Report - VII-7" to "PREPARE FOR W. P."
5. Print a copy of the index/directory and turn it in to your instructor for grading.
6. Duplicate the reports typed in Job Sheet 5 and Job Sheet 7 onto another disk.
7. After the duplication process is completed, print out a copy of the directories on both of the disks you used. Turn these copies in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to rename and duplicate a document on word processing equipment with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 11

TASK: Deleting a document on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Diskettes
4. Typing paper

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on deleting a document.

2. Turn on and insert your disk into the word processing equipment.

3. Delete the letter you typed in Job Sheet 3 from your disk; it is no longer needed.

4. After deleting the letter, print out a copy of the index/directory of your disk and turn it in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to delete a document on word processing equipment with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 12

TASK: Keyboarding correspondence on word processing equipment using variable inserts

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Diskettes
4. Information Sheet VII-12
5. Information Sheet VII-12a
6. Typing paper

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on variable inserts or merging information.

2. Turn on, set up, and insert your disks into the word processing machine.

3. Obtain Information Sheet VII-12 from your instructor and complete it as directed. You will be typing a letter that will have variable information inserted.

4. Title this letter "MERGE LETTER" and set up the following format:
   (a) Inch margins
   (b) Single spacing
   (c) Pica type (10-pitch)
   (d) Text to start on line 15
   (e) Text to end 1 1/2" from the bottom of the page

5. Proofread your letter carefully and then store it on your disk.

6. Obtain Information Sheet VII-12a from your instructor and complete it as directed. You will be typing the variable inserts now.

7. Title this information "VARIABLES" and use the same format you did for Learning Activity 4.

8. After you have typed all of the variable information, proofread it carefully and then store it on your disk.

9. Follow the instructions in the word processing equipment manual so that the word processing machine will automatically merge your variable information with your letter.

10. Print out a copy of each letter, staple the letters together, and turn them in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to keyboard correspondence on word processing equipment using variable information inserts with 100% accuracy. You will then program the word processing machine to automatically merge your variable information inserts with the correspondence.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

INFORMATION SHEET VII-12

Directions: Type the following letter on word processing equipment using insert/merge codes for the variable information as instructed in the word processing equipment manual.

Current Date

(variable insert)

Dear (variable insert):

You have not used your (variable insert) charge card for over a year now. That means you probably have missed out on some tremendous values.

You will always find special values at Wishes (variable insert), and your charge account is a convenient way to take advantage of these special values.

Stop in soon, won't you? Our (variable insert) charge account customers are especially valued at Wishes (variable insert).

Sincerely,

Agnes Eastham
Account Program Supervisor

ref

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

INFORMATION SHEET VII-12a

Directions: Type the following variable insert information on word processing equipment as directed in your word processing equipment manual.

Variable inserts for the first letter are as follows:

1. Mr. John G. Blaze
   222 Bryce Avenue
   Alma, WV 26320
2. Mr. Blaze
3. time-payment
4. Furniture Department
5. time-payment
6. Furniture Department

Variable inserts for the second letter are as follows:

1. Ms. Deborah Davis
   513 West Third Street
   St. Marys, WV 26170
2. Ms. Davis
3. regular
4. Boutique & Salon
5. regular
6. Boutique & Salon

Variable inserts for the third letter are as follows:

1. Ms. Christina Hooley
   214 Maple Lane
   Sistersville, WV 26175
2. Ms. Hooley
3. preferred
4. Junior World
5. preferred
6. Junior World

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 13

TASK: Creating a separate envelope or label printout on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Diskettes
4. Three large envelopes

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on creating envelope and label printouts.
2. Turn on and insert appropriate disks into the word processing machine.
3. Recall the variable inserts you typed in Job Sheet 12; this information was titled "VARIABLES."
4. The only information needed to print out on the envelopes is the name and address, which is the first variable insert. Therefore, it is necessary to cause the name and address to print and the other variables to be blocked out or skipped over.
5. Draft a new document and title/index it "ENVELOPE MASK."
6. Set the following format for your envelope mask:
   (a) left margin at 40
   (b) right margin at 80
   (c) single spacing
   (d) pica type (10 pitch)
   (e) text to start on line 14
   (f) text to end on line 20
7. Follow the instructions in the word processing equipment manual and set up your envelope mask.

8. Store the envelope mask on your disk and then print out the three envelopes according to the instructions in the word processing equipment manual.

9. Turn the envelopes in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to create a separate envelope or label printout on word processing equipment with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 14

TASK: Keyboarding statistical information on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Diskettes
4. Information Sheet VII-14
5. Typing paper

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on typing statistical information.

2. Obtain Information Sheet VII-14 from your instructor and complete it as directed. You will be typing statistical information on word processing equipment.

3. Turn on and insert appropriate disks into the word processing unit.

4. Title/index the material "STATISTICAL."

5. Set up the word processing machine to provide desired margins, pitch, and spacing for an attractive display and print of the statistical information. (Use your own judgment.)

6. Figure out the tab settings for this document and then set the format tabs for your columns. Remember to use decimal tabs when typing figures so that the numbers will automatically align at the decimal point.

7. You are now ready to type the statistical information on the word processing machine. Proofread your work carefully and correct all errors.

8. Use the calculator function of the word processing machine to compute the totals for each of the columns. Refer to the word processing equipment manual for reference.

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9. Print out a copy of the statistical information and store it on your disk. Turn the copy in to your instructor for grading.

EVALUATION:

At the completion of this job sheet, you will be able to keyboard statistical information on word processing equipment with 100% accuracy.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

INFORMATION SHEET VII-14

Directions: Type the following statistical information so that it is attractively displayed on the page. (Use your own judgment.)

BRYCE DEPARTMENT STORE

FINANCIAL REPORT

FOR THE MONTH ENDING JUNE 30, 1980

Name of Department	Beginning of the Month Balance	Receipts for the Month	Expenditures for the Month	End of the Month Balance
Children's	12,648.62	2,658.25	972.67	14,334.20
Cosmetic	7,364.93	1,257.45	1,436.28	7,186.10
Hardware	16,128.04	1,554.61	786.34	16,896.31
Jewelery	24,293.17	4,061.21	3,522.85	24,831.53
Men's	11,527.76	976.45	1,629.21	10,875.00
Women's	10,662.65	1,718.21	2,237.10	10,143.76
Toy	6,179.87	353.50	532.76	6,000.61
TOTALS	88,805.04	12,579.68	11,117.21	90,267.51

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 15

TASK: Duplicating a diskette on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Diskettes
4. Typing paper

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on duplicating a diskette.

2. Set up the word processing equipment and insert your disks.

3. Follow the procedures that are listed in the word processing manual and duplicate your disk onto a blank disk.

4. When the duplication processing is completed, print out a copy of both directories and turn them in to your instructor.

EVALUATION:

At the completion of this job sheet, you will be able to duplicate your disk onto a blank disk.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 16

TASK: Changing ribbons and printwheels on word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Replacement ribbon cartridge
4. Additional printwheel

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on changing ribbons and printwheels. After reading this information, your instructor will demonstrate the proper procedures for changing ribbons and printwheels.

2. After watching your instructor's demonstration, try it yourself. Remove the cover of the printer and the old ribbon cartridge and insert the new ribbon cartridge. Make sure to advance past the non-print portion of the ribbon and then replace the cover of the printer.

3. Remove the cover and the ribbon cartridge again so you can change the printwheel this time.

4. Remove the printwheel and insert a different type style of printwheel. Make sure the printwheel is securely in place.

5. Insert the ribbon cartridge back in place and replace the cover of the printer. Now test the machine for proper printing. Print a copy of something on your disk and turn it in to your instructor so the printing can be checked.

6. Let your instructor watch you replace a ribbon cartridge and change a printwheel.

EVALUATION:

At the completion of this job sheet, you will be able to change cartridge ribbons and printwheels on word processing equipment. The ribbon and printwheel should be installed so that the printer can generate legible copy. Your instructor will evaluate you by checking the printing on your copy and by watching you change a ribbon cartridge and a printwheel.

UNIT VII

JOB SHEET 17

TASK: Using the proper care and maintenance for the diskettes of word processing equipment

MATERIALS NEEDED:

1. Word processing equipment manual
2. Diskettes
3. Diskette envelopes
4. Storage container for diskettes
5. Word processing equipment

LEARNING ACTIVITIES:

1. Read the information in the word processing equipment manual on proper care and maintenance of diskettes. It is important to remember that proper care and handling of magentic media is very important to the reliable performance and life expectancy of the diskettes.

2. Always write the information needed on a label before applying it to the unexposed area of the diskette. If you must write on the diskette cover, use a felt pen only. (Writing on a diskette with pencil or ball point pen may cause damage to the disk.)

3. If a disk is not being used, always place it into its protective envelope. (The exposed area of the disk should be inserted first.)

4. After inserting a diskette into its protective cover, store the disk in an upright position in some type of storage container.

5. Major enemies of diskettes include the following:
   (a) Dirt (can be caused by body oils, ashes, food, etc.)
   (b) Static (can be caused by environmental particles, drink residue, etc.)
   (c) Warping (can be caused by heat and humidity if not rigidly controlled)
   (d) Scratching (can by caused by writing on the disks with pencil or ball point pen or by touching the exposed area of the disk)

6. To eliminate these major enemies, you should keep the following in mind when handling and storing diskettes:
   (a) Never touch the vulnerable area of a disk.
   (b) Do not eat, drink, or smoke around diskettes or around the word processing equipment.
   (c) If static is a problem, use static mats.
   (d) Do not place objects on top of diskettes.
   (e) Do not stack or pile diskettes for storage.
   (f) Always keep diskettes in their protective envelopes when not in use.
   (g) Do not write on diskettes with pencil or ball point pen; use a felt pen if you must write on a disk.

EVALUATION:

At the completion of this job sheet, you will be able to use proper care and maintenance for the diskettes of word processing equipment.

OPERATION OF WORD PROCESSING EQUIPMENT MODULE

UNIT VII

JOB SHEET 18

TASK: Taking a post test on the basic operations and functions of word processing equipment

MATERIALS NEEDED:

1. Word processing equipment
2. Word processing equipment manual
3. Diskettes
4. Typing paper
5. Post test

LEARNING ACTIVITIES:

1. Review the information that has been covered in this unit by reviewing some of the work you have completed and by reviewing the word processing equipment manual.
2. When you feel you have reviewed the information sufficiently, tell your instructor you are ready for the post test.
3. Your instructor will give you the post test. This will include a written test, an oral test, and a performance test.
4. Complete the tests according to your instructor's specific instructions.

EVALUATION:

At the completion of this job sheet, you will be able to pass a post test on the basic operations and functions of the word processing equipment with at least 90% accuracy.

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